



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

Report to the North Carolina General Assembly

Modify Teacher Career Status

SL 2011-348 (SB 466), Sec. 6

(IHE Performance Report)

Date Due: October 1, 2011

Report # 16

DPI Chronological Schedule, 2011-2012

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Institutes of Higher Education (IHE) Performance Reports

2010-2011



Public Schools of North Carolina
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PREFACE

In accordance with SL 2011-348 (SB466), sec. 6, the SBE shall submit the IHE performance report to the Joint Legislative Education Oversight Committee on an annual basis. This is the 13th 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. The data is self-report.

This is a summary report. 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.

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TEACHER EDUCATION IN NORTH CAROLINA

An Overview

North Carolina has 48 approved Teacher Education Programs. All 48 offer undergraduate programs leading to initial teacher licensure; 29 offer graduate level programs leading to master's or doctoral level licensure; 19 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. Previously, on-site reviews of approved teacher education programs are conducted every seven years. The reviews were 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). In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. All IHEs were required to submit to the SBE a "blueprint" of the proposed program(s) revisioned to align with the North Carolina Professional Teaching Standards and the North Carolina Standards for School Executives. All revisioned programs were required to be implemented with the incoming cohorts entering fall 2010. Additionally, beginning in summer 2012, piloting of candidate's electronic evidences will be conducted as part of a new program review process.

Table I details the teacher education programs offered by each college/university, approved by the SBE December, 2010.

Table I: Programs Offered by each IHE

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	Birth - Kindergarten	Elementary Education	Middle Grade Language Arts	Middle Grade Mathematics	Middle Grade Science	Middle Grade Social Studies	English	Mathematics
Appalachian State University	U	U	U	U	U	U	U	U
Barton College	U	U G *	U	U	U	U	U	U
Belmont Abbey College		U						
Bennett College								
Brevard College		U					U	U
Campbell University	U PB	U PB G *	U PB G *	U PB G *	U	U PB G *	U PB G *	U PB G *
Catawba College	U	U G *	U	U	U	U	U	U
Chowan University		U G *					U	U
Davidson College							U	U
Duke University		U					U G	U G
East Carolina University	U	U G	U G	U G	U G	U G	U G	U G
Elizabeth City State University	U	U G *	U	U	U	U	U	U G *
Elon University	<u>U</u> *	U G *	U	U	U	U	U	U
Fayetteville State University	U	U G *	U G *	U G *	U G *	U G *	U G *	U G *
Gardner-Webb University		U G *	U G *	U G *	U G *	U G *	U G *	U
Greensboro College	U G *	U PB G *	U	U	U	U	U	U
Guilford College		U					U	
High Point University	<u>U</u> *	U PB G *	U PB *	U PB *	U PB *	U PB *	U PB *	U PB G *
Johnson C. Smith University		U					U	U
Lees-McRae College		U						
Lenoir-Rhyne University	U	U	U	U	U	U	U	U
Livingstone College						U		
Mars Hill College		U	U	U	U	U	U	U
Meredith College	U PB *	U PB G *	U PB *	U PB *	U PB *	U PB *	U PB *	U PB *
Methodist University		<u>U</u> *					<u>U</u> *	<u>U</u> *
Montreat College		U						
Mount Olive College	<u>U</u> *	<u>U</u> *					<u>U</u> *	<u>U</u> *
NC A&T State University	U G	U G					U G	U G
NC Central University	U	U	U	U	U	U	U	U
NC State University		U PB G *	U PB G *	U PB G *	U PB G *	U PB G *	U PB G *	U PB G *
NC Wesleyan College		U	U	U	U	U	U	U
Peace College		U						
Pfeiffer University		<u>U</u> G *					U	U
Queens University of Charlotte		U PB G *					U PB G *	U PB G *
Salem College	ao	U PB G *	U PB G *	U PB G *	U PB G *	U PB G *	U PB G *	U PB G *
Shaw University	U	U					U	U
St. Andrews Presbyterian College		<u>U</u> *						
St. Augustine's College		U						
UNC - Asheville		U	U	U	U	U	U	U
UNC - Chapel Hill	PB	U	U	U	U	U	G	U PB G
UNC - Charlotte	U PB	U PB	U PB	U PB	U PB	U PB	U PB	U PB
UNC - Greensboro	U	U G	U	U	U	U	U	U
UNC - Pembroke	U	U	U G	U G	U G	U G	U G	U G
UNC - Wilmington	U	U	U PB	U PB	U PB	U PB	U G	U G
Wake Forest University		U					U G	U G
Warren Wilson College								
Western Carolina University	U G	U G	U G	U G	U G	U G	U G	U G
Wingate University		U G	U	U	U	U	U	U
Winston-Salem State University	U	U	U	U G	U G	U	U	U

* Underline/bold code denotes latest approval.

Table I: Programs Offered by each IHE

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	Comprehensive Science	Biology	Chemistry	Earth Science	Physics	Comprehensive Social Studies	History	Reading
Appalachian State University	U	U	U	U	U	U	U	
Barton College	U					U		
Belmont Abbey College								
Bennett College								
Brevard College	U					U		
Campbell University		U				U PB G *		
Catawba College	U	U	U			U		ao
Chowan University		U				U		
Davidson College		U				U		
Duke University	U G					U G		
East Carolina University	U G					U	G	ao
Elizabeth City State University	U					U		
Elon University	U	<u>U</u> *	<u>U</u> *		<u>U</u> *	U	<u>U</u> *	
Fayetteville State University	U	G *				U G *		ao
Gardner-Webb University						U		
Greensboro College	U	U				U		
Guilford College						U		
High Point University	U PB *	U PB *				U PB *	U PB *	
Johnson C. Smith University						U		
Lees-McRae College								
Lenoir-Rhyne University	U	U				U		
Livingstone College								
Mars Hill College	U					U		ao
Meredith College	U PB *					U PB *		ao G *
Methodist University						<u>U</u> *		
Montreat College								
Mount Olive College	<u>U</u> *					<u>U</u> *		
NC A&T State University		U G	U G		U		U G	
NC Central University	U					U		ao
NC State University	U PB G *					U PB G *		<u>ao</u> *
NC Wesleyan College		U	U			<u>U</u> *	U	
Peace College								
Pfeiffer University	<u>U G</u> *					U		
Queens University of Charlotte		U PB G *				U PB G *	U PB G *	G *
Salem College	U PB G *	U PB G *	U PB G *		PB G *	U PB G *		ao G *
Shaw University								
St. Andrews Presbyterian College								
St. Augustine's College								
UNC - Asheville	U	U	U	U	U	U		
UNC - Chapel Hill	U PB G	U	U	U	U	G		ao
UNC - Charlotte	U PB					U PB		
UNC - Greensboro	U					U		
UNC - Pembroke	U G					U G		
UNC - Wilmington	U G	U	U	U		U G		
Wake Forest University		U G	U G		U G	U G		
Warren Wilson College								
Western Carolina University	U G					U G		ao
Wingate University		U	U			U		ao
Winston-Salem State University								

* Underline/bold code denotes latest approval.

Table I: Programs Offered by each IHE

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	Art	Music	Dance	Theatre Arts	Health Specialist	Physical Education	Health and Physical Education	Second Language Studies: Classical Latin
Appalachian State University	C	C		C	C	C		
Barton College	C						U	
Belmont Abbey College								
Bennett College								
Brevard College	U	U		U			U	
Campbell University		U					U PB G *	
Catawba College		U		U			U	
Chowan University		U				U		
Davidson College								U
Duke University								
East Carolina University	U	U G	U	U	U G	U G	U	
Elizabeth City State University	U	U					U	
Elon University		U					U	
Fayetteville State University	U	U					U	
Gardner-Webb University		U					U	
Greensboro College	U	U		U			U	
Guilford College								
High Point University	U PB*					U PB*	U	
Johnson C. Smith University					U	U		
Lees-McRae College				U			U	
Lenoir-Rhyne University		U					U	
Livingstone College								
Mars Hill College	U	U					U	
Meredith College	U PB*	U PB*	U PB*	U PB*			U PB*	
Methodist University	U*	U*				U*		
Montreat College								
Mount Olive College		U*					U*	
NC A&T State University	U							
NC Central University	U	U		U		U		
NC State University								
NC Wesleyan College								
Peace College								
Pfeiffer University		U					U	
Queens University of Charlotte								
Salem College	U PB G *	U PB G *						
Shaw University								
St. Andrews Presbyterian College						U*		
St. Augustine's College								
UNC - Asheville	U			U				U
UNC - Chapel Hill		G						G
UNC - Charlotte	U PB	U PB	U PB	U PB				
UNC - Greensboro	U	U	U	U			U	U
UNC - Pembroke	U G	U G				G	U	
UNC - Wilmington		U					U	
Wake Forest University								
Warren Wilson College								
Western Carolina University	U G	U G					U G	
Wingate University	U	U					U	
Winston-Salem State University		U				U		

* Underline/bold code denotes latest approval.

Table I: Programs Offered by each IHE

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	Second Language Studies: French	Second Language Studies: German	Second Language Studies: Japanese	Second Language Studies: Spanish	American Sign Language	English as a Second Language	Academically Gifted	Deaf and Hard of Hearing
Appalachian State University	U			U				
Barton College				U				U
Belmont Abbey College								
Bennett College								
Brevard College								
Campbell University	U			U			ao	
Catawba College								
Chowan University								
Davidson College	U			U				
Duke University							ao	
East Carolina University	U	U		U G			ao	
Elizabeth City State University								
Elon University				U			G *	
Fayetteville State University				U		ao		
Gardner-Webb University	U			U	U	U		
Greensboro College				U		ao		
Guilford College	U			U				
High Point University				U PB *			ao	
Johnson C. Smith University								
Lees-McRae College								
Lenoir-Rhyne University				U		ao		ao
Livingstone College								
Mars Hill College				U		U	ao	
Meredith College	U PB *			U PB *		ao G U PB *	ao G *	
Methodist University						ao *	ao *	
Montreat College								
Mount Olive College								
NC A&T State University	U			U				
NC Central University	U			U		ao	ao	
NC State University	U PB G *			U PB G *		ao		
NC Wesleyan College								
Peace College								
Pfeiffer University								
Queens University of Charlotte	U PB G *			U PB G *				
Salem College	U PB G *			U PB G *		ao	ao *	
Shaw University								
St. Andrews Presbyterian College								
St. Augustine's College								
UNC - Asheville	U	U		U				
UNC - Chapel Hill	G	G	G	G		G		
UNC - Charlotte	U PB	U PB		U PB		PB	ao	
UNC - Greensboro	U			U	U	G		U
UNC - Pembroke				U		ao	ao	
UNC - Wilmington	U			U		ao	ao	
Wake Forest University	U G	U		U G				
Warren Wilson College								
Western Carolina University				U G			ao	
Wingate University							ao	
Winston-Salem State University						ao		

* Underline/bold code denotes latest approval.

Table I: Programs Offered by each IHE

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	General Curriculum	Adapted Curriculum	Agriculture	Business and Information Technology	Family and Consumer Sciences	Marketing	Technology Ed.	Trade and Industry
Appalachian State University	U	U		U	U	U	U	U
Barton College	U							
Belmont Abbey College								
Bennett College								
Brevard College								
Campbell University	U							
Catawba College								
Chowan University								
Davidson College								
Duke University								
East Carolina University	U G	U		U G	U G	U G		
Elizabeth City State University	U							
Elon University	U G *							
Fayetteville State University	PB G							
Gardner-Webb University								
Greensboro College	U PB G *	U PB G *						
Guilford College								
High Point University	U PB *							
Johnson C. Smith University								
Lees-McRae College								
Lenoir-Rhyne University								
Livingstone College								
Mars Hill College	U							
Meredith College	ao G				U PB *			
Methodist University	U*							
Montreat College								
Mount Olive College			U*					
NC A&T State University	U G		U	U G	U G		U G	U
NC Central University	PB				U			
NC State University	PB G *		U PB G *	U PB G *		U PB G *	U PB G *	
NC Wesleyan College	U							
Peace College	U							
Pfeiffer University	U G *							
Queens University of Charlotte								
Salem College	U PB G *							
Shaw University								
St. Andrews Presbyterian College								
St. Augustine's College								
UNC - Asheville								
UNC - Chapel Hill	PB							
UNC - Charlotte	U PB	U PB						
UNC - Greensboro	U PB							
UNC - Pembroke	U							
UNC - Wilmington	U	U						
Wake Forest University								
Warren Wilson College								
Western Carolina University	U G	U G						
Wingate University								
Winston-Salem State University	U G							

* Underline/bold code denotes latest approval.

Table I: Programs Offered by each IHE

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	School Administration
Appalachian State University	G
Barton College	
Belmont Abbey College	
Bennett College	
Brevard College	
Campbell University	G
Catawba College	
Chowan University	
Davidson College	
Duke University	
East Carolina University	G
Elizabeth City State University	G *
Elon University	
Fayetteville State University	G *
Gardner-Webb University	G *
Greensboro College	
Guilford College	
High Point University	G
Johnson C. Smith University	
Lees-McRae College	
Lenoir-Rhyne University	
Livingstone College	
Mars Hill College	
Meredith College	
Methodist University	
Montreat College	
Mount Olive College	
NC A&T State University	
NC Central University	G
NC State University	G
NC Wesleyan College	
Peace College	
Pfeiffer University	
Queens University of Charlotte	G *
Salem College	
Shaw University	
St. Andrews Presbyterian College	
St. Augustine's College	
UNC - Asheville	
UNC - Chapel Hill	G
UNC - Charlotte	G
UNC - Greensboro	G
UNC - Pembroke	G
UNC - Wilmington	G
Wake Forest University	
Warren Wilson College	
Western Carolina University	G
Wingate University	G
Winston-Salem State University	G

* Underline/bold code denotes latest approval.

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, located at <http://www.ncpublicschools.org/ihe/reports/>.

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	112	61	56
Barton College	7	4	11
Belmont Abbey College	7		16
Bennett College	8		1
Brevard College	2	6	3
Campbell University	11	7	10
Catawba College	6	4	4
Chowan University	6	6	2
East Carolina University	137	131	49
Duke University	9	6	24
Elizabeth City State University	18	9	14
Elon University	17	8	6
Fayetteville State University	36	12	15
Gardner-Webb University	16		26
Greensboro College	9		13
Guilford College	4		
High Point University	15	2	14
Johnson C. Smith University	3	4	2
Lees-McRae College	7	2	16
Lenoir-Rhyne University	10	3	23
Livingstone College	3	4	
Mars Hill College	5	5	10
Meredith College	9	17	14
Methodist University	6	8	4
Montreat College	3	2	15
Mount Olive College	2	9	
NC A&T State University	25	14	6
NC Central University	45	17	10
NC State University	80		28
NC Wesleyan College	2	3	12
Peace College	3		4
Pfeiffer University	9	6	5
Queens College	7		5
Salem College	9		20
Shaw University	8	3	2
St. Andrews Presbyterian College	3	1	6
St. Augustine's College	3	2	4
UNC-Asheville			
UNC-Chapel Hill	39	7	15
UNC-Charlotte	116	15	88
UNC-Greensboro	84	47	115
UNC-Pembroke	84	15	
UNC-Wilmington	77	11	42
Wake Forest University	13	2	10
Western Carolina University	44	7	31
Wingate University	5	6	3
Winston-Salem State University	31	4	12
Totals	1,137	447	728

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	22	21
Campbell University	37	45
Catawba College		
Duke University		
East Carolina University	293	410
Elizabeth City State University	24	24
Elon University		
Fayetteville State University		
Gardner-Webb University		129
Greensboro College	55	356
High Point University	4	4
Johnson C. Smith University		
Lenoir-Rhyne University	1	1
Meredith College		
Methodist College		
NC A&T University	34	45
NC Central University	48	48
NC State University	84	276
NC Wesleyan College	6	1
Peace College		4
Pfeiffer University		
Queens University		9
Salem College		
Shaw University		
UNC-Asheville		
UNC-Chapel Hill	14	20
UNC-Charlotte	561	1,275
UNC-Greensboro	23	59
UNC-Pembroke	253	82
UNC-Wilmington		236
Wake Forest University		
Western Carolina University	473	337
Wingate University	3	
Winston-Salem State University		14
Totals	1,946	3,400

EMPLOYMENT

Graduates of the 48 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 2010-2011 school year. The left column is in ascending order by alpha order of IHE. The right hand column denotes the cumulative number of individuals employed by the IHE in descending ranking order. **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	11,319	2	East Carolina University	12,697	1
Barton College	1,259	20	Appalachian State University	11,319	2
Belmont Abbey College	355	38	UNC-Greensboro	8,205	3
Bennett College	210	43	UNC-Charlotte	6,768	4
Brevard College	35	47	UNC-Chapel Hill	5,917	5
Campbell University	2,026	14	North Carolina State University	4,966	6
Catawba College	685	27	Western Carolina University	4,624	7
Chowan University	130	45	UNC-Wilmington	4,351	8
Duke University	300	40	UNC-Pembroke	3,758	9
East Carolina University	12,697	1	North Carolina A&T State University	2,946	10
Elizabeth City State University	1,267	18	North Carolina Central University	2,910	11
Elon University	1,364	16	Fayetteville State University	2,868	12
Fayetteville State University	2,868	12	Gardner-Webb University	2,585	13
Gardner-Webb University	2,585	13	Campbell University	2,026	14
Greensboro College	681	28	Meredith College	1,702	15
Guilford College	374	36	Elon University	1,364	16
High Point University	1,046	22	Lenoir-Rhyne University	1,307	17
Johnson C. Smith University	288	41	Elizabeth City State University	1,267	18
Lees-McRae College	487	32	Winston-Salem State University	1,261	19
Lenoir-Rhyne University	1,307	17	Barton College	1,259	20
Livingstone College	223	42	Mars Hill College	1,173	21
Mars Hill College	1,173	21	High Point University	1,046	22
Meredith College	1,702	15	Wingate University	875	23
Methodist College	591	30	Pfeiffer University	833	24
Montreat College	204	44	Wake Forest University	806	25
Mount Olive College	467	33	UNC-Asheville	752	26
North Carolina A&T State University	2,946	10	Catawba College	685	27
North Carolina Central University	2,910	11	Greensboro College	681	28
North Carolina State University	4,966	6	Salem College	638	29
North Carolina Wesleyan College	492	31	Methodist College	591	30
Peace College	83	46	North Carolina Wesleyan College	492	31
Pfeiffer University	833	24	Lees-McRae College	487	32
Queens College	393	35	Mount Olive College	467	33
Salem College	638	29	Shaw University	394	34
Shaw University	394	34	Queens College	393	35
St. Andrews Presbyterian College	374	37	Guilford College	374	36
St. Augustine's College	321	39	St. Andrews Presbyterian College	374	37
UNC-Asheville	752	26	Belmont Abbey College	355	38
UNC-Chapel Hill	5,917	5	St. Augustine's College	321	39
UNC-Charlotte	6,768	4	Duke University	300	40
UNC-Greensboro	8,205	3	Johnson C. Smith University	288	41
UNC-Pembroke	3,758	9	Livingstone College	223	42
UNC-Wilmington	4,351	8	Bennett College	210	43
Wake Forest University	806	25	Montreat College	204	44
Western Carolina University	4,624	7	Chowan University	130	45
Wingate University	875	23	Peace College	83	46
Winston-Salem State University	1,261	19	Brevard College	35	47
Totals	97,310		Totals	97,310	

Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE (2010-2011)

Appalachian State University		Barton College		Belmont Abbey College		Bennett College	
Forsyth Co Schs	703	Wilson Co Schs	213	Gaston Co Schs	211	Guilford Co Schs	72
Caldwell Co Schs	601	Johnston Co Schs	164	Charlotte-Mecklenburg	51	Forsyth Co Schs	21
Catawba Co Schs	533	Wake Co Schs	126	Lincoln Co Schs	32	Charlotte-Mecklenburg	19
Burke Co Schs	513	Nash-Rocky Mt Schs	124	Cleveland Co Schs	24	Wake Co Schs	15
Charlotte-Mecklenburg	509	Wayne Co Schs	110	Catawba Co Schs	5	Cumberland Co Schs	7
Wake Co Schs	482	Franklin Co Schs	37	Forsyth Co Schs	5	Alamance-Burlington Schs	6
Wilkes Co Schs	461	Edgecombe Co Schs	33	Union Co Public Schs	5	Durham Public Schs	6
Guilford Co Schs	390	Craven Co Schs	27				
Gaston Co Schs	362	Granville Co Schs	25				
Cleveland Co Schs	322	Greene Co Schs	25				
		Pitt Co Schs	25				
Brevard College		Campbell University		Catawba College		Chowan University	
Transylvania Co Schs	9	Harnett Co Schs	383	Rowan-Salisbury Schs	235	Hertford Co Schs	30
Henderson Co Schs	8	Johnston Co Schs	264	Davidson Co Schs	50	Northampton Co Schs	13
		Wake Co Schs	231	Cabarrus Co Schs	36	Gates Co Schs	12
		Cumberland Co Schs	174	Iredell-Statesville Schs	29	Bertie Co Schs	9
		Sampson Co Schs	131	Davie Co Schs	28	Currituck Co Schs	6
		Lee Co Schs	85	Forsyth Co Schs	28	Halifax Co Schs	6
		Onslow Co Schs	48	Charlotte-Mecklenburg	28	Roanoke Rapids City Schs	6
		Wayne Co Schs	48	Guilford Co Schs	18		
		Duplin Co Schs	38	Gaston Co Schs	16		
		Moore Co Schs	31	Lexington City Schs	15		
Duke University		East Carolina University		Elizabeth City State University		Elon University	
Durham Public Schs	79	Pitt Co Schs	1,399	Pasquotank Co Schs	236	Alamance-Burlington Schs	349
Wake Co Schs	40	Wake Co Schs	1,115	Currituck Co Schs	80	Guilford Co Schs	166
Guilford Co Schs	18	Wayne Co Public Schs	654	Hertford Co Schs	68	Wake Co Schs	92
Charlotte-Mecklenburg	18	Craven Co Schs	584	Bertie Co Schs	66	Charlotte-Mecklenburg	85
Chapel Hill-Carrboro Schs	17	Johnston Co Schs	580	Camden Co Schs	64	Forsyth Co Schs	63
Forsyth Co Schs	12	Nash-Rocky Mt Schs	519	Perquimans Co Schs	58	Orange Co Schs	44
Alamance-Burlington Schs	9	Lenoir Co Schs	440	Edenton/Chowan Schs	56	Rockingham Co Schs	40
Buncombe Co Schs	6	Onslow Co Schs	440	Wake Co Schs	50	Randolph Co Schs	34
Johnston Co Schs	6	Beaufort Co Schs	392	Dare Co Schs	48	Person Co Schs	30
Orange Co Schs	6	Wilson Co Schs	359	Gates Co Schs	48	Chatham Co Schs	29
Union County Public Schs	6						
Fayetteville State University		Gardner-Webb University		Greensboro College		Guilford College	
Cumberland Co Schs	1,331	Cleveland Co Schs	419	Guilford Co Schs	249	Guilford Co Schs	125
Harnett Co Schs	174	Charlotte-Mecklenburg	232	Rockingham Co Schs	74	Forsyth Co Schs	39
Hoke Co Schs	141	Rutherford Co Schs	212	Forsyth Co Schs	40	Rockingham Co Schs	30
Robeson Co Schs	138	Gaston Co Schs	191	Randolph Co Schs	35	Randolph Co Schs	23
Sampson Co Schs	129	Iredell-Statesville Schs	137	Alamance-Burlington Schs	31	Alamance-Burlington Schs	21
Wake Co Schs	112	Forsyth Co Schs	135	Wake Co Schs	23	Davidson Co Schs	12
Charlotte-Mecklenburg	89	Burke Co Schs	103	Davidson Co Schs	21	Wake Co Schs	12
Bladen Co Schs	77	Davidson Co Schs	93	Asheboro City Schs	14	Durham Public Schs	7
Lee Co Schs	44	Surry Co Schs	81	Charlotte-Mecklenburg	11	Charlotte-Mecklenburg	7
Moore Co Schs	43	Lincoln Co Schs	80	Thomasville City Schs	8	Chapel Hill-Carrboro Schs	7
				Stokes Co Schs	8		

Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE (2010-2011)

High Point University		Johnson C Smith University		Lees-McRae College		Lenoir-Rhyne University	
Guilford Co Schs	235	Charlotte-Mecklenburg	180	Surry Co Schs	117	Catawba Co Schs	263
Davidson Co Schs	208	Union Co Public Schs	14	Burke Co Schs	80	Burke Co Schs	116
Forsyth Co Schs	142	Cumberland Co Schs	11	Wilkes Co Schs	36	Caldwell Co Schs	110
Randolph Co Schs	139	Gaston Co Schs	10	Avery Co Schs	33	Alexander Co Schs	79
Thomasville Co Schs	31	Wake Co Schs	9	Stokes Co Schs	33	Hickory City Schs	69
Lexington Co Schs	24	Guilford Co Schs	6	Yadkin Co Schs	25	Iredell-Statesville Schs	64
Wake Co Schs	19	Robeson Co Schs	5	McDowell Co Schs	19	Lincoln Co Schs	62
Asheboro City Schs	17			Mitchell Co Schs	13	Gaston Co Schs	59
Surry Co Schs	16			Forsyth Co Schs	12	Forsyth Co Schs	39
Rockingham Co Schs	15			Mt Airy City Schs	11	Newton Conover City Schs	31
Livingstone College		Mars Hill College		Meredith College		Methodist College	
Charlotte-Mecklenburg	47	Buncombe Co Schs	239	Wake Co Schs	591	Cumberland Co Schs	289
Rowan-Salisbury Schs	40	Henderson Co Schs	108	Johnston Co Schs	110	Harnett Co Schs	35
Forsyth Co Schs	12	Madison Co Schs	99	Forsyth Co Schs	53	Wake Co Schs	31
Gaston Co Schs	10	Yancey Co Schs	80	Harnett Co Schs	47	Robeson Co Schs	18
Guilford Co Schs	8	McDowell Co Schs	77	Durham Public Schs	40	Hoke Co Schs	14
Cleveland Co Schs	7	Haywood Co Schs	50	Franklin Co Schs	35	Guilford Co Schs	13
Cabarrus Co Schs	5	Mitchell Co Schs	41	Guilford Co Schs	34	Sampson Co Schs	13
Union Co Public Schs	5	Burke Co Schs	31	Charlotte-Mecklenburg	30	Moore Co Schs	11
Wake Co Schs	5	Asheville City Schs	30	Nash-Rocky Mt Schs	30	Bladen Co Schs	8
		Cherokee Co Schs	27	Granville Co Schs	27	Johnston Co Schs	7
				Sampson Co Schs	27	Brunswick County Schools	7
						Charlotte-Mecklenburg	7
						New Hanover Co Schs	7
						Onslow Co Schs	7
						Scotland Co Schs	7
Montreat College		Mount Olive College		NC A&T State University		NC Central University	
Charlotte-Mecklenburg	71	New Program. First Cohort		Guilford Co Schs	871	Durham Public Schs	603
Buncombe Co Schs	36	Has Not Completed		Forsyth Co Schs	246	Wake Co Schs	536
Henderson Co Schs	22			Charlotte-Mecklenburg	193	Cumberland Co Schs	147
McDowell Co Schs	15			Randolph Co Schs	142	Charlotte-Mecklenburg	120
Asheville City Schs	7			Wake Co Schs	132	Guilford Co Schs	103
Transylvania Co Schs	6			Rockingham Co Schs	124	Vance Co Schs	99
Cherokee Co Schs	5			Alamance-Burlington Schs	123	Chapel Hill-Carrboro Schs	76
Gaston Co Schs	5			Durham Public Schs	94	Person Co Schs	76
				Cumberland Co Schs	77	Granville Co Schs	73
				Davidson Co Schs	63	Warren Co Schs	59
NC State University		NC Wesleyan College		Peace College		Pfeiffer University	
Wake Co Schs	1,760	Nash-Rocky Mt Schs	134	Wake Co Schs	24	Stanly Co Schs	193
Johnston Co Schs	381	Wayne Co Public Schs	38	Johnston Co Schs	10	Charlotte-Mecklenburg	119
Durham Public Schs	147	Halifax Co Schs	32			Rowan-Salisbury Schs	119
Guilford Co Schs	146	Wake Co Schs	29			Cabarrus Co Schs	54
Charlotte-Mecklenburg	125	Edgecombe Co Schs	28			Montgomery Co Schs	43
Franklin Co Schs	104	Roanoke Rapids City	23			Randolph Co Schs	33
Cumberland Co Schs	94	Lenoir Co Schs	18			Union Co Public Schs	31
Harnett Co Schs	93	Wilson Co Schs	17			Forsyth Co Schs	20
Forsyth Co Schs	88	Franklin Co Schs	16			Davidson Co Schs	17
Granville Co Schs	67	Johnston Co Schs	16			Guilford Co Schs	17

Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE (2010-2011)

Queens College		Salem College		Shaw University		St. Andrews Presbyterian College	
Charlotte-Mecklenburg	246	Forsyth Co Schs	321	Wake Co Schs	73	Moore Co Schs	68
Union Co Public Schs	31	Davidson Co Schs	42	Cumberland Co Schs	31	Scotland Co Schs	51
Cabarrus Co Schs	15	Stokes Co Schs	35	Nash-Rocky Mt Schs	26	Montgomery Co Schs	36
Gaston Co Schs	14	Guilford Co Schs	26	Halifax Co Schs	22	Lee Co Schs	31
Forsyth Co Schs	7	Davie Co Schs	24	Durham Public Schools	20	Richmond Co Schs	26
Guilford Co Schs	6	Surry Co Schs	21	Charlotte-Mecklenburg	16	Charlotte-Mecklenburg	16
Stanly Co Schs	6	Yadkin Co Schs	14	Guilford Co Schs	12	Wake Co Schs	16
Iredell-Statesville Schs	5	Charlotte-Mecklenburg	13	Bertie Co Schs	11	Guilford Co Schs	10
		Wake Co Schs	13	Edgecombe Co Schs	10	Cumberland Co Schs	9
		Wilkes Co Schs	11	Johnston Co Schs	10	Hoke Co Schs	9
				Vance Co Schs	10	Randolph Co Schs	9
				Wilson Co Schs	10	Robeson Co Schs	9
St. Augustine's College		UNC-Asheville		UNC-Chapel Hill		UNC-Charlotte	
Wake Co Schs	116	Buncombe Co Schs	221	Wake Co Schs	961	Charlotte-Mecklenburg	2,002
Nash-Rocky Mt Schs	20	Henderson Co Schs	66	Durham Public Schs	485	Cabarrus Co Schs	817
Durham Public Schs	18	Asheville City Schs	51	Chapel Hill-Carrboro Schs	370	Union Co Public Schs	517
Charlotte-Mecklenburg	13	McDowell Co Schs	27	Charlotte-Mecklenburg	349	Gaston Co Schs	458
Cumberland Co Schs	12	Charlotte-Mecklenburg	21	Guilford Co Schs	312	Rowan-Salisbury Schs	377
Pitt Co Schs	12	Madison Co Schs	20	Forsyth Co Schs	276	Cleveland Co Schs	240
Vance Co Schs	11	Transylvania Co Schs	20	Alamance-Burlington Schs	185	Iredell-Statesville Schs	239
Johnston Co Schs	10	Haywood Co Schs	18	Orange Co Schs	165	Lincoln Co Schs	230
Halifax Co Schs	9	Wake Co Schs	18	Chatham Co Schs	143	Stanly Co Schs	202
Franklin Co Schs	6	Forsyth Co Schs	17	Cumberland Co Schs	114	Kannapolis City Schs	144
Guilford Co Schs	6						
UNC-Greensboro		UNC-Pembroke		UNC-Wilmington		Wake Forest University	
Guilford Co Schs	1,887	Robeson Co Schs	1,142	New Hanover Co Schs	819	Forsyth Co Schs	210
Forsyth Co Schs	838	Cumberland Co Schs	556	Onslow Co Schs	524	Wake Co Schs	74
Randolph Co Schs	494	Richmond Co Schs	244	Brunswick Co Schs	319	Guilford Co Schs	54
Wake Co Schs	395	Scotland Co Schs	233	Pender Co Schs	285	Charlotte-Mecklenburg	48
Alamance-Burlington Schs	389	Columbus Co Schs	204	Wake Co Schs	282	Davidson Co Schs	26
Rockingham Co Schs	354	Bladen Co Schs	166	Duplin Co Schs	205	Cabarrus Co Schs	19
Charlotte-Mecklenburg	335	Moore Co Schs	155	Johnston Co Schs	132	Stokes Co Schs	19
Davidson Co Schs	315	Hoke Co Schs	137	Columbus Co Schs	119	Chapel Hill-Carrboro Schs	16
Durham Public Schs	145	Wake Co Schs	85	Sampson Co Schs	107	Durham Public Schs	15
Asheboro City Schs	135	Whiteville City Schs	55	Charlotte-Mecklenburg	101	Yadkin Co Schs	15
Western Carolina University		Wingate University		Winston-Salem State University			
Buncombe Co Schs	594	Union Co Public Schs	321	Forsyth Co Schs	452		
Haywood Co Schs	357	Charlotte-Mecklenburg	125	Charlotte-Mecklenburg	123		
Henderson Co Schs	264	Stanly Co Schs	72	Guilford Co Schs	83		
Macon Co Schs	232	Anson Co Schs	53	Wake Co Schs	62		
Jackson Co Schs	211	Cabarrus Co Schs	39	Davie Co Schs	39		
Cherokee Co Schs	173	Gaston Co Schs	15	Durham Public Schs	31		
Charlotte-Mecklenburg	138	Mooresville City Schs	15	Cumberland Co Schs	27		
Gaston Co Schs	119	Rowan-Salisbury Schs	15	Stokes Co Schs	27		
Swain Co Schs	119	Richmond Co Schs	14	Surry Co Schs	27		
Forsyth Co Schs	117	Iredell-Statesville Schs	13	Davidson Co Schs	24		

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



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

2010-2011

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:

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

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

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

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

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

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

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

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

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

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

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

Table VI summarizes the Fall 2010 enrollment in teacher education programs, including full-time undergraduate teacher candidates as well as licensure-only, by minority enrollment and total enrollment. This data was provided by the institution. **Table VII** summarizes admission test results, including the average GPA. This data was provided by the institutions for the teacher candidates reported as admitted to their programs.

Table VI: Enrollment in Undergraduate Teacher Education Programs Fall 2010

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	90	1,196	*	16	6	138	*	19
Barton College	7	65		*	12	24	10	18
Belmont Abbey College	14	70						
Bennett College	8	8						
Brevard College	*	33		*				*
Campbell University	6	114	10	41				*
Catawba College	*	74	7	22				25
Chowan University	*	29						
Duke University	9	33					*	5
East Carolina University	176	1,339	26	121	35	238	244	911
Elizabeth City State University	143	390	31	53	*	7	196	311
Elon University	12	185		*				
Fayetteville State University	68	119	31	43	24	32	21	26
Gardner-Webb University	7	122		*				*
Greensboro College	8	77	9	41			26	58
Guilford College	12	56	7	28				
High Point University	18	206	*	11				
Johnson C Smith University	6	6						
Lees-McRae College	*	145						
Lenoir-Rhyne University	*	99						8
Livingstone College	*	*						
Mars Hill College	*	70		*				5
Meredith College	11	131		*			*	5
Methodist University	7	32						
Montreat College	*	16						
Mount Olive College	*	18						
NC A&T State University	69	86			11	14		
NC Central University	82	110	55	72	17	24	103	160
NC State University	64	614					53	256
NC Wesleyan College	*	24		*		*	*	6
Peace College	*	25						
Pfeiffer University		45			*	28		
Queens University	26	96		5	*	6	*	5
Salem College	7	39	62	201		*	*	9
Shaw University	10	10	*	*	*	*	5	5
St Andrews Presbyterian College		*		*	*	28	*	13
St Augustines College	*	*					6	6
UNC-Asheville	10	163	10	98				
UNC-Chapel Hill	39	224		17		*	*	10
UNC-Charlotte	117	704	17	49	72	288	311	1,211
UNC-Greensboro	147	862	22	128	10	32	54	166
UNC-Pembroke	70	250	19	42	6	24	91	248
UNC-Wilmington	84	850	9	92	12	63	24	145
Wake Forest University	*	48						
Western Carolina University	42	584	*	20	6	63	30	312
Wingate University	6	89						
Winston-Salem State University	88	114	*	5	*	7	6	9
Totals	1,463	9,570	315	1,105	211	1,016	1,180	3,952

* Less than five students. Results not reported.

Table VII: Admission Test Data for Undergraduate Programs, Fall 2010

State Average	178	176	177	371	379	424	3.32
Institution	PPST - R	PPST - W	PPST - M	CBT - R	CBT - W	CBT - M	GPA
Appalachian State University	180	177	180	*	*	*	3.32
Barton College	172	170	171		*		3.24
Belmont Abbey College	179	176	177				3.49
Bennett College	*	*	*				2.58
Brevard College	177	174	179				3.46
Campbell University	179	175	179				3.39
Catawba College	179	176	178				3.30
Chowan University	177	174	175				3.32
Duke University	*	*	*				3.36
East Carolina University	178	175	178	452	321	557	3.30
Elizabeth City State University	178	175	178	*	567	*	3.37
Elon University	*	*	*				3.43
Fayetteville State University	178	175	178				3.28
Gardner-Webb University	178	178	176				3.37
Greensboro College	180	176	178				3.63
Guilford College	179	177	177			*	3.30
High Point University	179	176	176				3.36
Johnson C Smith University	177	173	175				3.23
Lees-McRae College	178	175	178				3.77
Lenoir-Rhyne University	178	177	179			*	3.51
Livingstone College	*	*	*				*
Mars Hill College	179	176	178				3.29
Meredith College	178	177	178				3.26
Methodist University							3.27
Montreat College	178	173	179				3.52
Mount Olive College							3.27
NC A&T State University	177	175	177				3.37
NC Central University	178	175	177	*	*	*	3.37
NC State University	179	177	180				3.30
NC Wesleyan College	177	176	179				3.48
Peace College	178	175	176				3.54
Pfeiffer University	178	175	177	*	*	*	3.49
Queens University	*	*	121				3.58
Salem College				*		*	3.03
Shaw University	*	*	*				3.41
St Andrews Presbyterian College	179	175	177				3.43
St Augustines College	*	*	*				3.55
UNC-Asheville	181	177	180				3.37
UNC-Chapel Hill	*	*	*				3.27
UNC-Charlotte	180	177	180				3.21
UNC-Greensboro	180	177	179				3.26
UNC-Pembroke	179	178	180				3.27
UNC-Wilmington	179	176	179	333	324	347	3.44
Wake Forest University	*	*	*				3.25
Western Carolina University	178	175	179	*	*	*	3.45
Wingate University	178	175	179				3.35
Winston-Salem State University		*	*				3.22

* Less than five students with data. Results not reported. 22

Table VII: Admission Test Data for Undergraduate Programs, Fall 2010

State Average	1,203	583	584	46	69	66	3.32
Institution	SAT Total	SAT Math	SAT Verbal	ACT Composite	ACT Math	ACT English	GPA
Appalachian State University	1,195	573	572	25	*	25	3.32
Barton College	1,101	*	*	*			3.24
Belmont Abbey College	1,160	556	594	*	*	*	3.49
Bennett College							2.58
Brevard College	1,201		*	*			3.46
Campbell University	1,224	604	614	*	*	*	3.39
Catawba College	1,195	*	*	*		*	3.30
Chowan University	*			*	*		3.32
Duke University	1,415			29			3.36
East Carolina University	1,178	565	569	25	*	25	3.30
Elizabeth City State University	1,151	596	553	*	*	*	3.37
Elon University	1,248	*	*				3.43
Fayetteville State University	1,206	*	*	*		*	3.28
Gardner-Webb University	1,213			26			3.37
Greensboro College	*	604	578	*			3.63
Guilford College	1,182	578	*	*		*	3.30
High Point University	1,174	574	556	25	*	25	3.36
Johnson C Smith University							3.23
Lees-McRae College	1,162	584	578	*	*	*	3.77
Lenoir-Rhyne University	1,183	594	584	*	*	*	3.51
Livingstone College	*						*
Mars Hill College	1,177	*	*	*	*		3.29
Meredith College	1,185	580	559	*	*	*	3.26
Methodist University	*			25			3.27
Montreat College	*	*	*				3.52
Mount Olive College	*						3.27
NC A&T State University	1,090	558	*	*	*	*	3.37
NC Central University	1,229	608	615	*			3.37
NC State University	1,206	576	569	26	27	26	3.30
NC Wesleyan College	*	*	*			*	3.48
Peace College	*	*	554		*		3.54
Pfeiffer University	1,139			*			3.49
Queens University	1,220	*	*	26	*	*	3.58
Salem College	1,217			183	179	182	3.03
Shaw University	1,259						3.41
St Andrews Presbyterian College	1,362	*		*			3.43
St Augustines College							3.55
UNC-Asheville	1,234	578	*	27			3.37
UNC-Chapel Hill	1,275	*	*	*	*	*	3.27
UNC-Charlotte	1,181	563	567	24	*	*	3.21
UNC-Greensboro	1,194	563	572	25	*	25	3.26
UNC-Pembroke	1,144	581	578	*	*		3.27
UNC-Wilmington	1,181	569	569	25	24	25	3.44
Wake Forest University	1,319	649	670	29	28	30	3.25
Western Carolina University	1,193	568	565	26	*	*	3.45
Wingate University	1,219	596	593	*			3.35
Winston-Salem State University	1,133		*	*			3.22

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:

- » 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 mentor.

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

Efforts to Assist Students in Satisfying Praxis Testing Requirements

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

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

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

Praxis testing requirements, required test number and score that were in effect for the 2010-2011 year are as follows:

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

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

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

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	42	117	181	61	38	8	2		7	3	7	23
Barton College	13	4	8	1			2	1	1			
Belmont Abbey College	23	10										
Bennett College	8											
Brevard College		10	4									
Campbell University	20	4	11	6	1	2						
Catawba College	17	18	2									
Chowan University	5	4	1	2								
Duke University	5	2	3									
East Carolina University	96	175	91	27	3	6	9	11	15	20	2	
Elizabeth City State University	60											
Elon University	5	31	29	1	1		1					
Fayetteville State University	31	15	4				1	2				
Gardner-Webb University	19	21	20	8								1
Greensboro College	11	10	3	5	1							
Guilford College	30	4										
High Point University	6	49	9	1								
Johnson C Smith University	5	1										
Lees-McRae College	57											
Lenoir-Rhyne University	17	10	8	2			2			2		
Livingstone College	1	1										
Mars Hill College	23	12	6		1	1	2	1				1
Meredith College	14	17	11	14	8							
Methodist College	16											
Montreat College		11										
Mount Olive College												
NC A&T State University	39	11	1			2	10					
NC Central University	11	8	4	1	1	6		2		1	1	3
NC State University	244	8	30	6								
NC Wesleyan College												
Peace College		16										
Pfeiffer University	11	4	4	1	1		5	3	1	3	2	
Queens University	3	1	6	2	1							
Salem College	8	2	2	1	1							
Shaw University	1	1							1			
St Augustines College				1								
St. Andrews Presbyterian College						21						
UNC-Asheville	63	13	4	2								
UNC-Chapel Hill	2	93	10							1		
UNC-Charlotte	21	73	78	50	1	5	13	39	31	11	1	2
UNC-Greensboro	28	37	151	16	46	31	5	1	5			1
UNC-Pembroke	29	7	6	2			2			1	1	1
UNC-Wilmington	132	90	35	8	1	1	7	1	4	3	1	1
Wake Forest University	23		1									
Western Carolina University	46	61	56	11	8	1		1	1			
Wingate University												
Winston-Salem State University	49	1	2	2			2					
Totals	1,234	952	781	231	113	84	63	62	66	45	15	33

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	1	1	1		1	1	1	1			3
Barton College							3	1	1		1	
Belmont Abbey College												
Bennett College												
Brevard College	1	1						1				
Campbell University	3	4	1	1								2
Catawba College	18	1					1					4
Chowan University												
Duke University							3	2				
East Carolina University	10	6	2	5			48	123	20	14	8	9
Elizabeth City State University	12						10					
Elon University												
Fayetteville State University	7						1	1	2			
Gardner-Webb University		1					1					
Greensboro College	25						28	2	2	2		2
Guilford College												
High Point University		2										
Johnson C Smith University												
Lees-McRae College												
Lenoir-Rhyne University							1					
Livingstone College												
Mars Hill College												
Meredith College												1
Methodist College												
Montreat College												
Mount Olive College												
NC A&T State University												
NC Central University	14	4	3	3			36	4	3	1	1	4
NC State University							38	11	2	3		
NC Wesleyan College	10	4	1									
Peace College								18				
Pfeiffer University												
Queens University	2	1	1									
Salem College	10	17	6	3	1	3						
Shaw University	2							1				
St Augustine's College										1	1	1
St. Andrews Presbyterian College			7									
UNC-Asheville												
UNC-Chapel Hill	2	4		1								
UNC-Charlotte	5	7		1			188	101	66	27	11	11
UNC-Greensboro	13	7	6	9	1	2	12	7	10	4	1	3
UNC-Pembroke	8	1		1			69	2		1		
UNC-Wilmington	23	4			3	1	20	6		2	1	1
Wake Forest University												
Western Carolina University	8	1		1			61	13	11	7	2	
Wingate University												
Winston-Salem State University							2					1
Totals	173	66	28	26	5	7	520	291	118	62	26	42

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Special Education									
	Overall Pass Rate		Elementary Ed		Adapted Curriculum		General Curriculum		Learning Disabled	
	N	%	N	%	N	%	N	%	N	%
Appalachian State University	289	99	256	98	19	100	14	100		
Barton College	25	92	22	91			3	*		
Belmont Abbey College	32	100	32	100						
Bennett College	2	*	2	*						
Brevard College	7	100	7	100						
Campbell University	30	97	30	97						
Catawba College	9	100	9	100						
Chowan University	14	79	14	79						
Duke University	6	100	6	100						
East Carolina University	371	98	291	98	12	100	67	100	1	*
Elizabeth City State University	4	*	4	*						
Elon University	61	100	54	100			7	100		
Fayetteville State University	47	91	47	91						
Gardner-Webb University	22	95	22	95						
Greensboro College	35	97	28	96	2	*	5	100		
Guilford College	20	100	20	100						
High Point University	46	96	39	95			7	100		
Johnson C Smith University	3	*	3	*						
Lees-McRae College	79	95	79	95						
Lenoir-Rhyne University	21	100	21	100						
Livingstone College	2	*	2	*						
Mars Hill College	32	94	28	93			4	100		
Meredith College	24	100	24	100						
Methodist University	11	100	8	100			3	*		
Montreat College	7	86	7	86						
NC A&T State University	102	99	90	99	1	*	11	100		
NC Central University	43	84	37	86			6	67		
NC State University	95	99	95	99						
NC Wesleyan College	3	*	3	*						
Peace College	36	97	18	100			18	94		
Pfeiffer University	23	100	20	100			3	*		
Queens University	13	85	13	85						
Salem College	41	98	33	97			8	100		
Shaw University	1	*	1	*						
St. Andrews Presbyterian College	24	96	24	96						
St. Augustines College	2	*	2	*						
UNC-Asheville	23	96	23	96						
UNC-Chapel Hill	71	100	69	100			2	*		
UNC-Charlotte	313	100	254	100	22	100	37	100		
UNC-Greensboro	205	100	160	100			44	100	1	*
UNC-Pembroke	71	100	62	100			9	100		
UNC-Wilmington	245	98	214	98	7	100	24	100		
Wake Forest University	16	100	16	100						
Western Carolina University	134	98	88	97	14	100	32	100		
Wingate University	28	93	28	93						
Winston-Salem State University	20	65	19	63			1	*		
State Totals and Pass Rates	2,708	98	2,324	97	77	100	305	99	2	*

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

EMPLOYMENT AND PROGRAM SATISFACTION

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

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

Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2010-2011 school year.

Table X provides information on the number of individuals completing undergraduate teacher education programs who were licensed and employed in the public schools of North Carolina within one year of program completion.

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	556	98	53
Barton College	43	95	58
Belmont Abbey College	34	94	65
Bennett College	8	25	25
Brevard College	19	79	32
Campbell University	54	94	65
Catawba College	45	100	42
Chowan University	20	55	20
Duke University	17	100	18
East Carolina University	736	95	67
Elizabeth City State University	178	√	√
Elon University	95	92	37
Fayetteville State University	110	77	56
Gardner-Webb University	54	91	41
Greensboro College	97	98	45
Guilford College	26	88	42
High Point University	59	93	46
Johnson C Smith University	4	*	*
Lees-McRae College	87	87	26
Lenoir-Rhyne University	33	85	48
Livingstone College	2	*	*
Mars Hill College	60	85	33
Meredith College	66	95	61
Methodist University	11	100	82
Montreat College	10	√	√
NC A&T State University	231	88	51
NC Central University	81	88	53
NC State University	538	89	64
NC Wesleyan College	4	*	*
Peace College	18	100	67
Pfeiffer University	33	97	42
Queens University	22	82	50
Salem College	56	98	55
Shaw University	6	50	50
St. Andrews Presbyterian College	27	89	52
St. Augustines College	2	*	*
UNC-Asheville	87	√	√
UNC-Chapel Hill	108	99	65
UNC-Charlotte	571	√	√
UNC-Greensboro	443	96	63
UNC-Pembroke	140	96	76
UNC-Wilmington	368	95	47
Wake Forest University	22	100	14
Warren Wilson College	10	100	20
Western Carolina University	282	95	48
Wingate University	46	93	57
Winston-Salem State University	50	74	46
State Summary	5,569	80	48

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

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

Undergraduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis.

Historical State Approval Process

Formerly, this process required on-site reviews of teacher education programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report was issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report was used to reward and sanction programs.

Undergraduate teacher education programs must:

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

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

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

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SSE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revised to align with the new professional teaching standards for teachers and school executives. All revised programs were required to be implemented with the incoming cohort of Fall 2010.

Beginning in summer 2012, a statewide pilot will be conducted to review teacher candidate's electronic evidences as artifacts of candidate's proficiencies under the revised programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development.

Graduate Teacher Education Programs



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

2010-2011

GRADUATE TEACHER EDUCATION PROGRAMS

During the 2010-2011 academic year, 29 institutions were approved to offer programs leading to graduate level licensure. The institutions are as follows:

Appalachian State University	Fayetteville State University	NC Central Univ.	UNC-Pembroke
Barton College	Gardner-Webb	NC State Univ.	Wake Forest Univ
Campbell University	Greensboro College	Pfeiffer Univ.	Western Carolina University
Catawba College	Highpoint University	Queens Univ.	Wingate University
Chowan University	Mars Hill College	Salem College	Winston-Salem State
Duke University	Meredith College	Shaw University	
East Carolina University	Montreat College	UNC-Chapel Hill	
Elon University	NC A & T State Univ.	UNC-Greensboro	

Graduate Teacher Education

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

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

Quality of Students Entering the Programs

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

Graduate Teacher Education Program Admission Requirements

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

Table XI summarizes the Fall 2010 enrollment in graduate teacher education programs for full time and part time students. This data was provided by the institution. **Table XII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The column MAT 1 reflects MAT scores based on the 0-100 scoring rubric; MAT 2 reflects the new MAT scoring rubric that ranges from 200 -600. The column GRE 1 reflects the combined Verbal and Quantitative scores (each can range from 200-800); GRE 2 reflects the GRE analytical writing score which ranges from 0-6.

Table XI Enrollment in Graduate Teacher Education Programs, Fall 2010

	Full-Time						Part-Time					
	Graduate - First					Graduate	Graduate - First					Graduate
	License Awarded		Graduate			Only	License Awarded		Graduate			Only
	M	T	M	T	M	T	M	T	M	T	M	T
M=Minority, T=Total												
Appalachian State University			36	135					31	558	2	25
Barton College									3	23		
Campbell University			7	73	8	35			2	22	1	28
Catawba College										37		
Chowan University									7	29		
Duke University	1	14										
East Carolina University	16	128	82	763	3	28	2	7	122	892	24	140
Elizabeth City State University									47	109		
Elon University									23	105		
Fayetteville State University	3	5	36	53	8	13	17	25	79	128	18	28
Gardner-Webb University		1					11	53	90	408		
Greensboro College				1					2	19		
High Point University		1	6	37		1						
Lenoir-Rhyne University				14					9	30	1	2
Meredith College	4	47					4	16	13	81		1
Montreat College			14	63								
NC A&T State University	45	64	32	43	1	1	52	78	31	89	1	1
NC Central University			18	37	1	1	3	6	53	81	22	41
NC State University	34	314	49	195			4	30	34	240		
Peace College											4	22
Pfeiffer University	10	23	6	19			1	3	1	9		
Queens University	2	17	3	13			7	42	8	28		
Salem College			21	109					2	6		
Shaw University	2	2		1			4	4				
UNC-Chapel Hill	19	115	25	86	2	15		8	50	192	5	16
UNC-Charlotte			11	50		1			128	634	19	33
UNC-Greensboro	26	151	106	379	10	24	6	31	43	168	10	27
UNC-Pembroke	29	68	88	211			5	18	26	122		1
UNC-Wilmington	8	35	8	54		4	2	24	44	285	5	27
Wake Forest University	8	57										
Western Carolina University	8	57	3	83			12	102	19	213		
Wingate University							7	30	4	54		2
Winston-Salem State University	7	8		1			27	30	15	42	1	1
Totals	222	1,107	551	2,420	33	123	164	507	886	4,604	113	395

Table XII: Graduate Teacher Education Programs Admission Test Data

	New MAT Scoring	Old MAT Scoring	New GRE Scoring	Old GRE Scoring	GPA
State Avg	451	45	4	1,011	3.39
Appalachian State University	400	39		1,009	3.45
Barton College	415			946	3.30
Campbell University	*		4	932	3.47
Catawba College					3.30
Chowan University					3.18
Duke University			5	1,299	3.44
East Carolina University	406	45	*	1,014	3.31
Elizabeth City State University	388	34		813	3.66
Elon University	411			1,010	3.30
Fayetteville State University	425			781	3.43
Gardner-Webb University	411		*		3.43
Greensboro College	388			868	3.88
High Point University				505	3.42
Lenoir-Rhyne University	403			919	3.61
Meredith College	410		4	986	3.27
Montreat College					3.82
NC A&T State University	357		3	843	3.70
NC Central University				823	3.33
NC State University	414	*	*	1,058	
Peace College					3.87
Pfeiffer University	387	41		868	3.89
Queens University	983				3.97
Salem College	878				3.15
Shaw University					3.45
UNC-Chapel Hill				1,192	3.33
UNC-Charlotte	*	41	4		3.29
UNC-Greensboro	412	*	4	974	3.51
UNC-Pembroke	396	35	4	*	3.19
UNC-Wilmington	406	67		1,006	3.50
Wake Forest University			5	1,228	3.49
Western Carolina University	434		4	989	
Wingate University	399	*			3.16
Winston-Salem State University	389		4	823	3.16

* Less than five test takers. Results not reported.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

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

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

Table XIII summarizes data provided by the institutions on the length of time taken by students to complete the graduate Teacher Education Programs.

**Table XIII: Length of Time to Program Completion
(Graduate Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	8	6	4	5		9	15	9	24	110	102	23
Campbell University		2	2	3							5	5
Catawba College												11
Duke University												
East Carolina University	32	69	66	12	4	2	2	86	85	50	39	23
Elizabeth City State University										16		
Elon University										1	20	1
Fayetteville State University	3	15		1	1			1	1	4	3	6
Gardner-Webb University							2	1	4	10	15	57
Greensboro College							4	6				
High Point University			1	2	2							
Lenoir-Rhyne University												
Meredith College									2	5	5	16
NC A&T State University	4	3	2	1	1		8	7	5	10	5	4
NC Central University												
NC State University	13	25	1	2	2		5	3	25	3	6	
Pfeiffer University	3	1	1	1	1		3	3				
Queens University										5	3	4
Salem College		5	6	9	6	16						
Shaw University												
UNC-Chapel Hill	7	12	7	2			4	2	32	41	4	12
UNC-Charlotte	2					2	18	24	23	17	6	12
UNC-Greensboro	2	7	12	4	8	14			12	1	13	13
UNC-Pembroke	1	4	4	4	1				7	3	3	6
UNC-Wilmington	15	2	1			1	6	6	11	3	3	1
Wake Forest University												
Western Carolina University	4	6	5	1			9	9	12	15	9	18
Wingate University												
Winston-Salem State University									2	22	2	1
Totals	94	157	112	47	26	44	76	157	245	316	243	213

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

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University												
Campbell University												
Catawba College												
Duke University												
East Carolina University	49	1	3	2				2	2			
Elizabeth City State University												
Elon University											14	
Fayetteville State University	7	5	1									
Gardner-Webb University										7	3	2
Greensboro College												
High Point University												
Lenoir-Rhyne University				1	1				1	6	2	2
Meredith College		27								1		1
NC A&T State University	37	1			1	3	37	1	1			1
NC Central University												
NC State University	59	8	7	1								
Pfeiffer University												
Queens University								1		5	10	
Salem College	1	5	4	2		3						
Shaw University												
UNC-Chapel Hill		68	6	4	7							
UNC-Charlotte		7	3	3	1		44	7	11	28	7	8
UNC-Greensboro	4	26	10	1	13	28		1	8	1	2	19
UNC-Pembroke		4	15	13	3				22	8	2	
UNC-Wilmington	1						8	1	2	2		
Wake Forest University		20	8									
Western Carolina University	1	19	5	4	1	1	5	8	9	6	3	2
Wingate University												
Winston-Salem State University			1						2			
Totals	159	191	63	31	27	35	94	21	58	64	43	35

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

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University								3				
Campbell University												
Catawba College												
Duke University												
East Carolina University				1			3	12	3	3	2	3
Elizabeth City State University												
Elon University												
Fayetteville State University												
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne University												
Meredith College												
NC A&T State University		1	4	1	2	1	1	1	3	4	1	
NC Central University												
NC State University												
Pfeiffer University												
Queens University												
Salem College												
Shaw University												
UNC-Chapel Hill	6						4	2	1			
UNC-Charlotte							5	1		2	1	1
UNC-Greensboro				1			4	11	1			1
UNC-Pembroke							1					
UNC-Wilmington										11	1	1
Wake Forest University												
Western Carolina University										1		
Wingate University												
Winston-Salem State University												
Totals	6	1	4	3	2	1	18	30	8	21	5	6

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with graduate Teacher Education Programs of individuals who have completed the programs and their employers, a survey was distributed to recent graduate program completers employed in the public schools of North Carolina and their principals. Respondents were asked to rate their satisfaction with the graduate teacher education program in general, and the impact of the graduate program on the teacher's ability to connect subject matter and learners' needs, implement research-based approaches, assume leadership roles, facilitate learning for diverse students, and engage in continuous professional development.

Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2010-2011 school year.

Graduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of Teacher Education Programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis.

Historical State Approval Process

Formerly, this process required on-site reviews of teacher education programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report was issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report was used to reward and sanction programs.

Undergraduate teacher education programs must:

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

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

- (d) It does not meet 2 of the above 3 criteria in a single year; or
- (e) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (f) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SSE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revised to align with the new professional teaching standards for teachers and school executives. All revised programs were required to be implemented with the incoming cohort of Fall 2010.

Beginning in summer 2012, a statewide pilot will be conducted to review teacher candidate's electronic evidences as artifacts of candidate's proficiencies under the revised programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development.

School Administration Programs



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

2010-2011

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 2010-2011 academic year 19 institutions offered school administration programs. The institutions are:

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

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 XIV summarizes the Fall 2010 enrollment in school administration programs. This data was provided by the institution. **Table XV** 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 XIV: Enrollment in School Administration Programs Fall 2010

M=Minority, T=Total	Full-Time				Part-Time			
	Graduate		Licensure Only		Graduate		Licensure Only	
	M	T	M	T	M	T	M	T
Appalachian State University				5	1	33	2	38
Campbell University	6	22	3	17	4	10	2	6
East Carolina University	27	111	1	2	33	116	3	24
Elizabeth City State University					24	40	7	21
Fayetteville State University	34	48			2	2		
Gardner-Webb University					90	344	42	84
High Point University	10	77	14	33				
NC A&T State University	7	8	1	1	18	27	6	8
NC Central University	5	6	1	1	35	48	8	10
NC State University	38	103			36	113		
Queens University	5	15			1	2		
UNC-Chapel Hill	30	65	6	16	14	30	5	11
UNC-Charlotte	2	16			10	54	6	21
UNC-Greensboro	16	52	11	51	7	14	7	17
UNC-Pembroke	42	87	2	4	18	36		3
UNC-Wilmington	1	16		2	1	4	1	16
Western Carolina University	1	9			18	146	10	66
Wingate University					17	52	20	71
Totals	224	635	39	132	329	1,071	119	396

Table XV: School Administration Program Admission Data

	New MAT Scoring	Old MAT Scoring	New GRE Scoring	Old GRE Scoring	GPA
State Avg	413	37	4	927	3.33
Appalachian State University	409	*		1,016	3.63
Campbell University			4	903	3.76
East Carolina University	401	48		953	3.17
Elizabeth City State University	391	*		1,021	3.73
Fayetteville State University	*			*	3.65
Gardner-Webb University					3.21
High Point University				496	3.45
NC A&T State University			3	738	3.84
NC Central University				808	3.27
NC State University	407	40	4	1,040	
Queens University	989				3.94
UNC-Chapel Hill					3.12
UNC-Charlotte		42	4		3.34
UNC-Greensboro	397	*	4	941	3.55
UNC-Pembroke	397	*	4		3.17
UNC-Wilmington	414	*		998	3.47
Western Carolina University	408		4	978	
Wingate University	401	9			3.19

* 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 XVI summarizes the performance of candidates on the SLLA exam. **Table XVII** summarizes the results of program completers for Full time, part time, and licensure only school administrator candidates.

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

Institution	School Leadership	
	N	%
Appalachian State University	96	99
Campbell University	22	100
East Carolina University	73	97
Elizabeth City State University	26	96
Fayetteville State University	13	92
Gardner-Webb University	68	93
NC A&T State University	31	100
NC Central University	4	*
NC State University	48	100
UNC-Chapel Hill	37	100
UNC-Charlotte	26	100
UNC-Greensboro	47	100
UNC-Pembroke	39	100
UNC-Wilmington	22	100
Western Carolina University	59	100
Wingate University	56	96
State Total and Pass Rate	667	98

Table XVII: 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						3		1	2	12	2	4
Campbell University		1		2						1		5
East Carolina University		24	3	21	1			4	2	22	4	5
Elizabeth City State University												4
Fayetteville State University		13										
Gardner-Webb University									1	4	2	5
High Point University			1	27	1	2						
NC A&T State University	3						1	1	11			
NC Central University												
NC State University		9						5	3	38	1	
Queens University			12						1			
UNC-Chapel Hill		10	4					1	27			
UNC-Charlotte		7								13		2
UNC-Greensboro		1	6	10	2	2			6			1
UNC-Pembroke		1	1					12	8	4	2	
UNC-Wilmington	7		1									
Western Carolina University		2	1	1			1		26	7	5	2
Wingate University												
Totals	10	68	29	61	4	7	2	24	87	101	16	28

Table XVII: Length of Time to Program Completion (Licensure Only)

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						22	2				
Campbell University		1		1							1	1
East Carolina University								2	10			
Elizabeth City State University												1
Fayetteville State University												
Gardner-Webb University								3	3	3	4	5
High Point University	1	13	6									
NC A&T State University	3	1					1	3				1
NC Central University												
NC State University												
Queens University												
UNC-Chapel Hill								2				
UNC-Charlotte							1	7		1		1
UNC-Greensboro	2	2	3	3	1		1	5	2	2		
UNC-Pembroke			5	6	2	2						
UNC-Wilmington		1					3			1		
Western Carolina University							12	7	2	1		
Wingate University												
Totals	7	18	14	10	3	2	40	31	17	8	5	9

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with individuals who have completed the MSA programs and their employers, a survey was distributed to recent program completers employed in the public schools of North Carolina. Respondents were asked to rate their satisfaction with the MSA program in general, and the impact of the graduate program on the school leader's ability to connect subject matter and learners' needs, implement research-based approaches, assume leadership roles, facilitate learning for diverse students, and engage in continuous professional development.

Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2010-2011 school year.

REWARDS AND SANCTIONS

School Administration Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of school administration programs is a significant factor in determining the quality of the school administrator's profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the MSA Program Approval process. This process required on-site reviews of school administrator 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 executive preparation, a Performance Report was issued for each North Carolina college or university with an approved MSA program. Data from the program approval process and the IHE Performance Report was used to reward and sanction programs as required by the Excellent Schools Act.

Historical State Approval Process

Masters of School Administration Programs (MSAs) had to:

- (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; Le., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revisioned to align with the new professional teaching standards for teachers and school executives. All revisioned programs were required to be implemented with the incoming cohort of Fall 2010.

For the MSA cohort that began the program prior to fall 2010, they must complete either the SLLA (Praxis II for Administrators) or the new licensure portfolio. For students starting the MSA and add-on licensure programs in Fall 2010, all of these students are required to complete the DPI licensure portfolio.

Beginning in summer 2012, a statewide pilot will be conducted to review leader candidate's electronic evidences as artifacts of candidate's proficiencies under the revisioned programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development.