

# Graduate Teacher Education Programs



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

2013-2014

## GRADUATE TEACHER EDUCATION PROGRAMS

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During the 2013-2014 academic year, 33 institutions were approved to offer programs leading to graduate level licensure. The institutions are as follows:

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

### **Graduate Teacher Education**

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

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

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### **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.

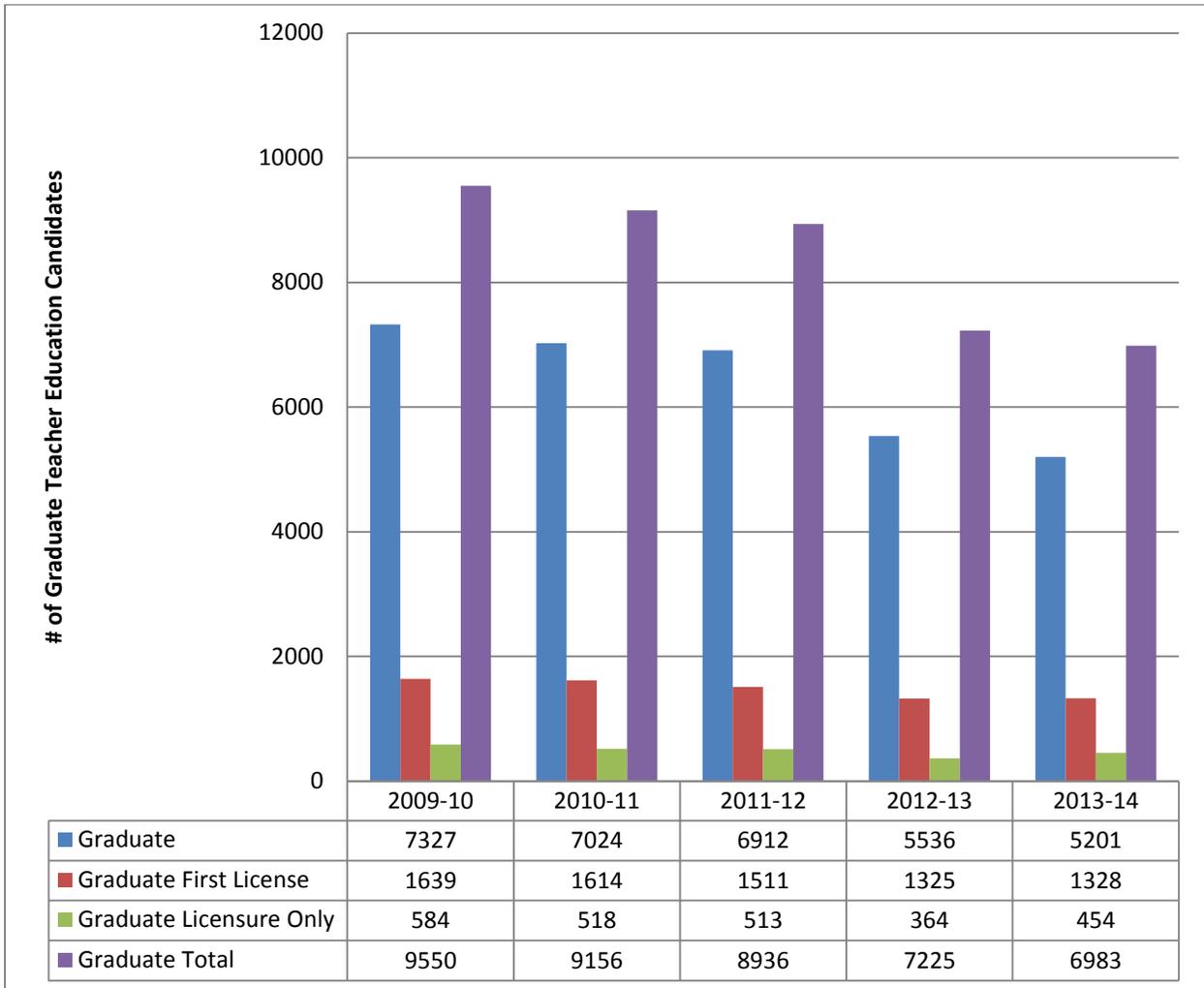
## Graduate Teacher Education Program Admission Requirements

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 IX** summarizes the Fall 2013 statewide enrollment in graduate teacher education programs for full time and part time students. Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website. **Figure IV** contains statewide enrollment data for graduate teacher education programs over the five year period of 2009-10 through 2013-2014. Part-time and full-time graduate students are combined. **Table X** summarizes admission test results statewide. 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. Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website.

**Table IX: Enrollment in Graduate Teacher Education Programs, Fall 2013**

	Full-Time						Part-Time					
	Graduate - First License Awarded		Graduate		Graduate Licensure Only		Graduate - First License Awarded		Graduate		Graduate Licensure Only	
	M	T	M	T	M	T	M	T	M	T	M	T
M=Minority, T=Total												
State Totals	276	991	639	2,445	17	68	116	337	713	2,756	102	386



**Figure I Graduate Teacher Education Candidate Enrollment from 2009-10 to 2013-14**

**Table X: Graduate Teacher Education Programs Admission Test Data, Fall 2013**

	<b>State Average</b>	<b>N</b>
<b>GPA</b>	3.41	3,127
<b>MAT 1</b>	39.86	21
<b>MAT 2</b>	402.47	844
<b>GRE 1</b>	1000.1	649
<b>GRE 2</b>	299.58	830

## QUALITY OF STUDENTS COMPLETING THE PROGRAMS

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

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

Number of Semesters	Full-time						Part-time					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Graduate	281	238	116	33	22	33	318	196	131	89	37	115
Graduate First License	296	80	39	24	10	20	65	61	135	48	49	96
Graduate Licensure Only	6	16	9	20	4	45	34	27	3	1	0	0
<b>Totals</b>	583	334	164	77	36	98	417	284	269	138	86	211

## EMPLOYMENT AND PROGRAM SATISFACTION

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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.

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***Due to the historical low response rate on program satisfaction, and current budget constraints the survey of graduate program completers was not completed for the 2013-2014 school year.***

## **REWARDS AND SANCTIONS**

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### **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:

- (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 SBE and may result in closure of the licensure program.

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

#### 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.

In summer 2012, a statewide pilot was conducted to review undergraduate elementary education teacher candidate's electronic evidences as artifacts of candidate's proficiencies under the revisioned programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, effectiveness of program graduates, and other relevant data is under development.