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

Report to the North Carolina General Assembly

2013-2014 Educator Preparation Program Report Cards (formerly called the Institution of Higher Education (IHE) Annual Performance Report)

Eliminate Unneccessary Reports and Clarify Current Education Program Reports
SL 2013-266 (SB168), Sec. 5
(IHE Performance Report/Educator Preparation Program Report Cards)

Date Due: November 16, 2014
Report # 6
DPI Chronological Schedule, 2014-2015

PREFACE

In accordance with §115C 296 (b), the SBE shall submit the Educator Preparation Program Report Cards (formerly referred to as the IHE Performance Report) to the Joint Legislative Education Oversight Committee on an annual basis. This is the 16th IHE Performance Report issued by the State of North Carolina. Separate reports and report cards 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. The newly required Educator Preparation Program Report Cards on individual institutions are available at http://apps.schools.nc.gov/pls/apex/f?p=141:1:0::::: .   The Report Cards offer snapshot data on educator preparation programs based upon complete performance reports submitted annually by institutions of higher education to the North Carolina Department of Public Instruction. Complete performance 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; 33 offer graduate level programs leading to master's or doctoral level licensure; 17 offer school administration programs. While the specific course requirements vary from institution to institution, each approved program of study has been judged to be in compliance with the standards and indicators prescribed by the State Board of Education (SBE) for the specialty area. 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. In spring 2013, the Department of Public Instruction published the NC Institutions of Higher Education Educator Preparation Program Report Cards for the first time. These report cards include data from the IHE Performance Report and effectiveness of program graduates data based on summary data collected through the North Carolina Educator Evaluation System.   The third edition of the report cards will be available in December 2014 at www.ncpublicschools.org/ihe.

Table I details the teacher education programs offered by each college/university, approved by the SBE as of June 2013.

Table I: Programs Offered by each IHE

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On **Name of Institution**	Elementary and Middle Grades								
	Birth - Kindergarten	Preschool Add-on	Elementary Education (K-6)	Elementary Math (K-6)	Elementary Science (K-6)	Middle Grades Language Arts	Middle Grades Math	Middle Grades Science	Middle Grades Social Studies
Appalachian State University	A M	ao	A M	ao		A M	A M	A M	A M
Barton College	A		A M			A	A	A	A
Belmont Abbey College			A						
Bennett College			A			A	A		
Brevard College			A						
Campbell University	A	ao	A M			A M	A M	A	A M
Catawba College	A		A M			A	A	A	A
Chowan University			A M						
Davidson College									
Duke University			A						
East Carolina University	A M		A M	ao		A M	A M	A M	A M
Elizabeth City State University	A		A M			A	A	A	A
Elon University	A		A M ao			A	A	A	A
Fayetteville State University	ao A		ao A M			ao A M	ao A M	ao A M	ao A M
Gardner-Webb University			A M			A M	A M	A M	A M
Greensboro College	A M		A M			A	A	A	A
Guilford College			A						
High Point University			A M			A	A	A	A
Johnson C. Smith University			A						
Lees-McRae College	ao A		A						
Lenoir-Rhyne College	A M		A			A	A	A	A
Livingstone College	A		A						A
Mars Hill College			A M			A	A	A	A
Meredith College	A		A M			A	A	A	A
Methodist University			A M			A	A	A	A
Mid-Atlantic Christian Univ.			A						
Montreat College			A M						
Mount Olive College	A		A						
NC A&T State University	A M		A M	ao					
NC Central University	A		A M			A M	A M	A M	A M
NC State University			A M	ao		A M S D	A M S D	A M S D	A M S D
NC Wesleyan College			A			A	A	A	A
Pfeiffer University			A M						
Queens University of Charlotte			A M						
Saint Andrews University			A						
Saint Augustine's University			A						
Salem College	ao		A M			A M	A M	A M	A M
Shaw University	A M		A						
UNC-Asheville			A			A	A	A	A
UNC-Chapel Hill	ao A M	ao	A M	ao M	M	A M	A M	A M	A M
UNC-Charlotte	A M		A M	ao		A M	A M	A M	A M
UNC-Greensboro	A M		A M	ao		A M	A M	A M	A M
UNC-Pembroke	A	ao	A M			A M	A M	A M	A M
UNC-Wilmington	A	ao	A M	ao		A M	A M	A M	A M
Wake Forest University			A						
Warren Wilson College			A						
Western Carolina University	A		A M			A M	A M	A M	A M
William Peace University			A						
Wingate University			A M			A	A	A	A
Winston-Salem State University	A		A M			A M	A M	A M	A

	Secondary Grades								
A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On **Name of Institution**	English	Math	Comprehensive Science	Biology	Chemistry	Earth Science	Physics	Comprehensive Social Studies	History
Appalachian State University	A M	A M	A	A	A	A	A	A	A M
Barton College	A	A	A					A	
Belmont Abbey College									
Bennett College	A	A		A					
Brevard College	A	A	A					A	
Campbell University	A M	A M		A				A M	
Catawba College	A	A	A	A	A			A	
Chowan University	A	A		A				A	
Davidson College	A	A		A			A	A	
Duke University	A M	A M	A M	M			M	A M	
East Carolina University	A M	A M	A M					A	M
Elizabeth City State University	A	A M	A	M					A
Elon University	A	A	A	A	A		A	A	A
Fayetteville State University	ao A	ao A		ao A					
Gardner-Webb University	A M	A						A	
Greensboro College	A	A	A	A				A	
Guilford College	A		A					A	
High Point University	A	A M	A	A				A	A
Johnson C. Smith University	A	A						A	
Lees-McRae College	A								
Lenoir-Rhyne College	A	A	A	A				A	A
Livingstone College	A	A							
Mars Hill College	A	A	A					A	
Meredith College	A	A	A					A	
Methodist University	A	A						A	
Mid-Atlantic Christian Univ.									
Montreat College									
Mount Olive College	A	A	A					A	
NC A&T State University	A M	A M		A M	A M		A	A M	
NC Central University	A M	A M	A					A	
NC State University	A M S D	A M S D	A M S D					A M S D	
NC Wesleyan College	A	A		A					A
Pfeiffer University	A	A	A					A	
Queens University of Charlotte	A	A		A	A			A	A
Saint Andrews University									
Saint Augustine's University									
Salem College	A M	A M	A M					A M	
Shaw University	A								
UNC-Asheville	A	A	A	A	A	A	A	A	
UNC-Chapel Hill	M	A M	A M	A	A	A	A	M	
UNC-Charlotte	A M	A M	A M					A M	
UNC-Greensboro	A M	A M	A M					A M	
UNC-Pembroke	A M	A M	A M					A M	
UNC-Wilmington	A M	A M	A M	A	A	A	A	A	A M
Wake Forest University	A M	A M		A M	A M		A M	A M	
Warren Wilson College	A	A						A	A M
Western Carolina University	A M	A M	A	M	M			A M	
William Peace University									
Wingate University	A	A		A	ao			A	
Winston-Salem State University	A	A							

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On **Name of Institution**	\ Art	Dance	Music	Theater Arts	Reading	Health Specialist	Health and Physical Education	Physical Education	Chinese	Classical Latin (9-12)	French	German	Japanese	Spanish	English as a Second Language (K-12)
Appalachian State University	A		A M	A	ao M	A		A			A M			A M	
Barton College	A						A							A	
Belmont Abbey College															
Bennett College			A												
Brevard College	A		A	A			A								
Campbell University			A				A M							A	
Catawba College			A	A	ao		A							A	
Chowan University			A				A								
Davidson College										A	A			A	
Duke University															
East Carolina University	A M	A	A M	A	ao M	A M	A	A M			A	A		A	
Elizabeth City State University	A		A					A							
Elon University			A				A							A	
Fayetteville State University	ao A		ao A		ao M		ao A								ao
Gardner-Webb University	A		A				A				A			A	A
Greensboro College	A		A	A			A							A	ao
Guilford College											A			A	
High Point University							A							A	
Johnson C. Smith University						A	A								
Lees-McRae College				A			A								
Lenoir-Rhyne College			A				A							A	ao M
Livingstone College			A												
Mars Hill College	A		A		ao		A							A	ao A
Meredith College	A	A	A	A	ao M		A				A			A	ao A M
Methodist University	A		A				A								ao
Mid-Atlantic Christian Univ.															
Montreat College															
Mount Olive College			A				A								
NC A&T State University	A		A		M		A M							A	
NC Central University	A	A	A	A	ao			A M						A	ao
NC State University					A M S D				A		A M			A M	ao A
NC Wesleyan College															
Pfeiffer University			A				A								
Queens University of Charlotte					M						A			A	
Saint Andrews University								A							
Saint Augustine's University															
Salem College	A M		A M		ao M						A M			A M	ao
Shaw University															
UNC-Asheville	A			A			A			A	A	A		A	
UNC-Chapel Hill			A M		ao M					M	M	M	M	M	ao M
UNC-Charlotte	A	A	A	A	M ao						A M	A M		A M	ao M
UNC-Greensboro	A	A M	A M D	A	ao M		A				A M	A M		A M	ao M
UNC-Pembroke	A M		A M		M		A M							A	ao
UNC-Wilmington			A		ao M		A	A			A			A M	ao M
Wake Forest University											A M	A		A M	
Warren Wilson College															
Western Carolina University	A M		A M		ao		A M							A	M
William Peace University															
Wingate University	A		A		ao		A M								
Winston-Salem State University			A					A							ao M

Special Subjects (Grades K-12)

4

A = Bachelor's Level / M = Master's Level / S = Specialist's Level / D = Doctoral Level / ao = Add On — Name of Institution	Exceptional Children											
	Exceptional Children Program Administrator	Academically Gifted	Special Education: Adapted	Special Education: General	American Sign Language	Audiology	Behaviorally - Emotionally Disabled	Deaf and Hard of Hearing	Learning Disabled	Mentally Disabled	Severely & Profound	Visually Impaired
Appalachian State University			A	A			M		M	M		
Barton College				A				A				
Belmont Abbey College												
Bennett College				A								
Brevard College												
Campbell University		ao		A								
Catawba College				A								
Chowan University												
Davidson College												
Duke University		ao										
East Carolina University		ao	A	A			M		M	M	M	
Elizabeth City State University				A								
Elon University		M ao		A M								
Fayetteville State University				ao M			M		M	M		
Gardner-Webb University					A							
Greensboro College			A M	A M								
Guilford College												
High Point University	ao	ao		A						M		
Johnson C. Smith University												
Lees-McRae College												
Lenoir-Rhyne College								ao M				
Livingstone College												
Mars Hill College		ao		A ao								
Meredith College		ao M		ao M								
Methodist University		ao		A M								
Mid-Atlantic Christian Univ.												
Montreat College												
Mount Olive College												
NC A&T State University				ao A M								
NC Central University		ao		M			M		M			M
NC State University				A			M S D		M S D	M S D		
NC Wesleyan College				A								
Pfeiffer University				A M								
Queens University of Charlotte		ao										
Saint Andrews University		ao		A								
Saint Augustine's University												
Salem College		ao		A M								
Shaw University												
UNC-Asheville												
UNC-Chapel Hill				ao M								
UNC-Charlotte		ao M	A M	A M								
UNC-Greensboro				A M D	A		M	A	M			
UNC-Pembroke		ao		A M								
UNC-Wilmington		ao	A	A								
Wake Forest University												
Warren Wilson College												
Western Carolina University		ao M	A M	A M							M	
William Peace University				A								
Wingate University		ao										
Winston-Salem State University				A M								

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On **Name of Institution**	Career and Technical Education Director	Agricultural Education	Business Education	Family and Consumer Sciences	Marketing Education	Technology Education	Trade and Industrial Education	Curriculum Instructional Specialist
Appalachian State University			A	A	A	A	A	M
Barton College								
Belmont Abbey College								
Bennett College								
Brevard College								
Campbell University								
Catawba College								
Chowan University								
Davidson College								
Duke University								
East Carolina University			A M	A M	A M			M S D
Elizabeth City State University								
Elon University								
Fayetteville State University								
Gardner-Webb University								M D
Greensboro College								
Guilford College								
High Point University								
Johnson C. Smith University								
Lees-McRae College								
Lenoir-Rhyne College								
Livingstone College								
Mars Hill College								
Meredith College				A				
Methodist University								
Mid-Atlantic Christian Univ.								
Montreat College								
Mount Olive College		A						
NC A&T State University	M	A M	A M	A M		A M	ao	
NC Central University				A M				
NC State University		A M S D	A M		A M	A M S D		M S D
NC Wesleyan College								
Pfeiffer University								
Queens University of Charlotte								
Saint Andrews University								
Saint Augustine's University								
Salem College								
Shaw University								
UNC-Asheville								
UNC-Chapel Hill								S D
UNC-Charlotte								ao M
UNC-Greensboro								
UNC-Pembroke								M
UNC-Wilmington								ao M
Wake Forest University								
Warren Wilson College								
Western Carolina University								
William Peace University								
Wingate University								
Winston-Salem State University								

Career-Technical Education

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On **Name of Institution**	**Administrative - Special Services Personnel**										
	School Administrator -	School Administrator - Principal	School Counselor	School Psychologist	School Social Worker	Instructional Technology Specialist -	Media Coordinator	Media Supervisor	Mentor	Speech-Language Pathologist (NCBOESLPA	Safety and Driver Education
Appalachian State University	S D	M ao	S	S		M	M			S	
Barton College											
Belmont Abbey College											
Bennett College											
Brevard College											
Campbell University		M	M								
Catawba College											
Chowan University											
Davidson College											
Duke University											
East Carolina University	S D	M	SM	S	A M S	M	M			M S	ao
Elizabeth City State University		M									
Elon University											
Fayetteville State University	D	M									
Gardner-Webb University	D	M D	M								
Greensboro College											
Guilford College											
High Point University	D	ao M									
Johnson C. Smith University											
Lees-McRae College											
Lenoir-Rhyne College		M	M								
Livingstone College											
Mars Hill College											
Meredith College											
Methodist University											
Mid-Atlantic Christian Univ.											
Montreat College											
Mount Olive College											
NC A&T State University		ao M	M S		A M S	M	M				
NC Central University		ao M	M			M	M			S	
NC State University	S D	M S D	M S D	S D	A	M S D					
NC Wesleyan College											
Pfeiffer University											
Queens University of Charlotte		M									
Saint Andrews University											
Saint Augustine's University											
Salem College			M								
Shaw University											
UNC-Asheville											
UNC-Chapel Hill	S D	ao M	S	S D	M S	M	M			S	
UNC-Charlotte	D	ao M	M S			ao M					
UNC-Greensboro	S D	ao M S D	M S D		A M	M	M	M		M	
UNC-Pembroke		ao M	M								
UNC-Wilmington	D	ao M				ao M					
Wake Forest University			S								
Warren Wilson College											
Western Carolina University	D	ao M D	S	S	M					S	
William Peace University											
Wingate University	S D	ao M									
Winston-Salem State University		M									

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 II** contains the total number of lateral entry teachers seeking programs of study and enrolling in programs leading to licensure at North Carolina institutions. Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website. **Figure I** contains data on the number of lateral entry teachers seeking programs of study and enrolling in programs leading to licensure statewide for the five year period of 2009-10 through 2013-2014.

Table II: Lateral Entry Teachers Served

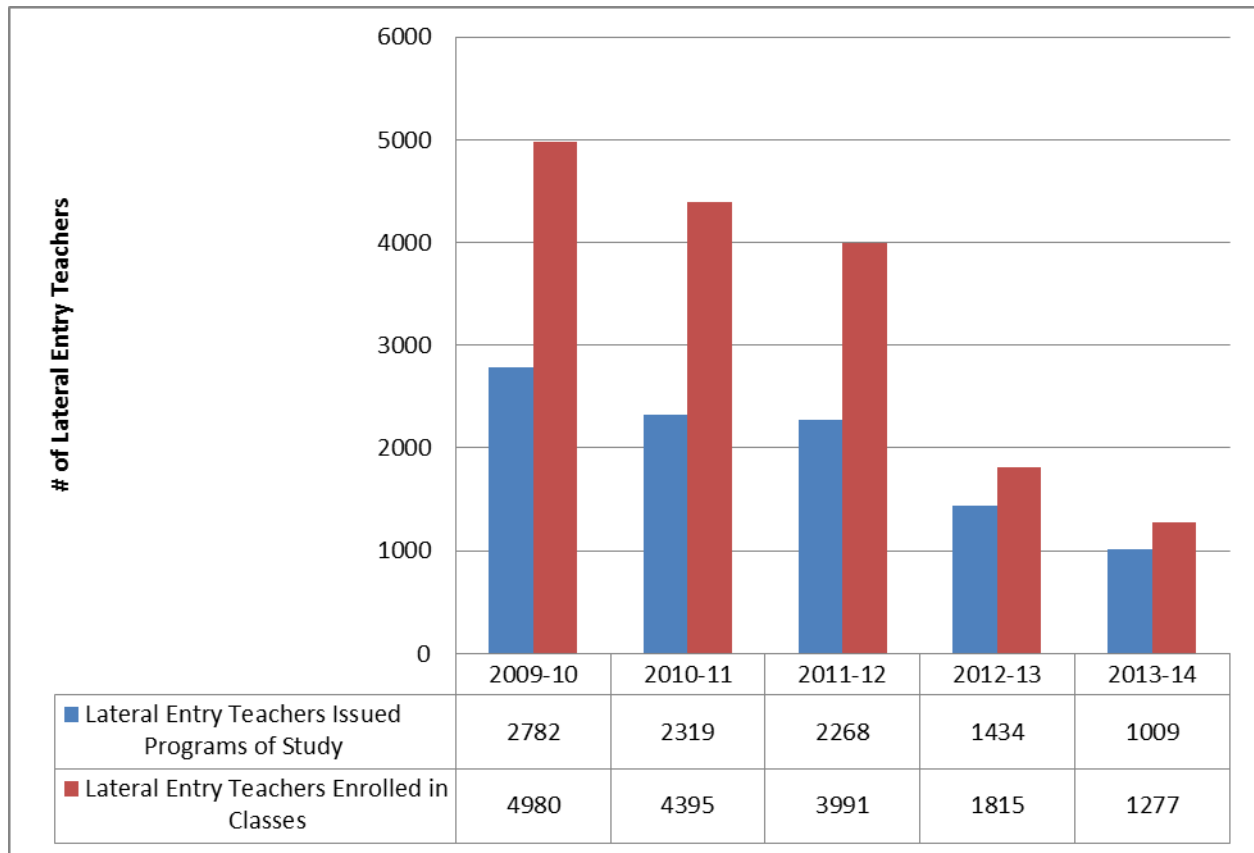|	Number Issued a Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
State Totals	1,009	1,277

	2009-10	2010-11	2011-12	2012-13	2013-14
Lateral Entry Teachers Issued Programs of Study	2782	2319	2268	1434	1009
Lateral Entry Teachers Enrolled in Classes	4980	4395	3991	1815	1277

Figure I Number of Lateral Entry Teachers Served from 2009-10 to 2013-14

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.

Effectiveness of Program Graduates: Summary rating data from the North Carolina Educator Evaluation System for teachers in their first three years of teaching in a North Carolina public school. Beginning teachers' evaluation data are reported under the institution at which they were prepared for licensure.

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

2013-2014

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

Pre-service Teacher Education

Pre-service 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, pre-service 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 pre-service 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 Prospective Teacher Scholarship Loans available from the State.

Undergraduate Teacher Education Program Admission Requirements

To be admitted to an approved teacher education program, prospective teachers must:

➢ satisfactorily complete the Preprofessional Skills Tests (PPST) in Reading, Writing, and Mathematics [Praxis I exams] or the Core Academic Skills for Educators (CORE) in Reading, Writing, and Mathematics; and
➢ satisfy institution specific requirements such as an interview, speech proficiency screening, completion of prescribed courses with designated grades (e.g., usually a grade of "C" or better is required in a foundations of education course)

Per State Board of Education policy, undergraduate degree-seeking students must earn at least the following scores on the Pre-Professional Skills Test (PPST) or Core Academic Skills for Educators (CORE) exams to be admitted to teacher education:

TEST	REQUIRED SCORE
PPST Reading	176
PPST Math	173
PPST Writing	173
CORE Reading	156
CORE Math	162
CORE Writing	150

In June 2013, the Board approved the use of the Core Academic Skills for Educators in Reading, Mathematics, and Writing as the required admission tests for teacher education programs. The 2013-14 academic year was a year of transition, in which individuals were allowed to use passing scores from either series to meet the admissions requirement. In addition to the CORE individual test scores above, the SBE approved a composite score of 468 on the CORE tests to satisfy admissions tests requirements.

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/CORE 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 PPST/CORE 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 PPST/CORE tests in Mathematics for teacher education program admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I/CORE 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 PPST/CORE 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 PPST/CORE tests 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 III provides the statewide Fall 2013 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. Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website. **Figure II** contains enrollment data for teacher education programs over the five year period of 2009-10 through 2013-2014. Part-time and full-time undergraduate students are combined. **Table IV** provides the state average admission test results, including the average GPA. Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website.

Table III: Enrollment in Undergraduate Teacher Education Programs Fall 2013

M=Minority, T=Total	Full-Time				Part-Time			
	Undergraduate		Licensure-Only		Undergraduate		Licensure-Only	
	M	T	M	T	M	T	M	T
State Totals	2,460	8,544	278	746	166	575	1,077	3,254

	2009-10	2010-11	2011-12	2012-13	2013-14
Undergraduate	10907	10586	10164	9562	9119
Undergraduate Licensure Only	5440	5057	4195	3788	3829
Undergraduate Total	16347	15643	14359	13350	12948
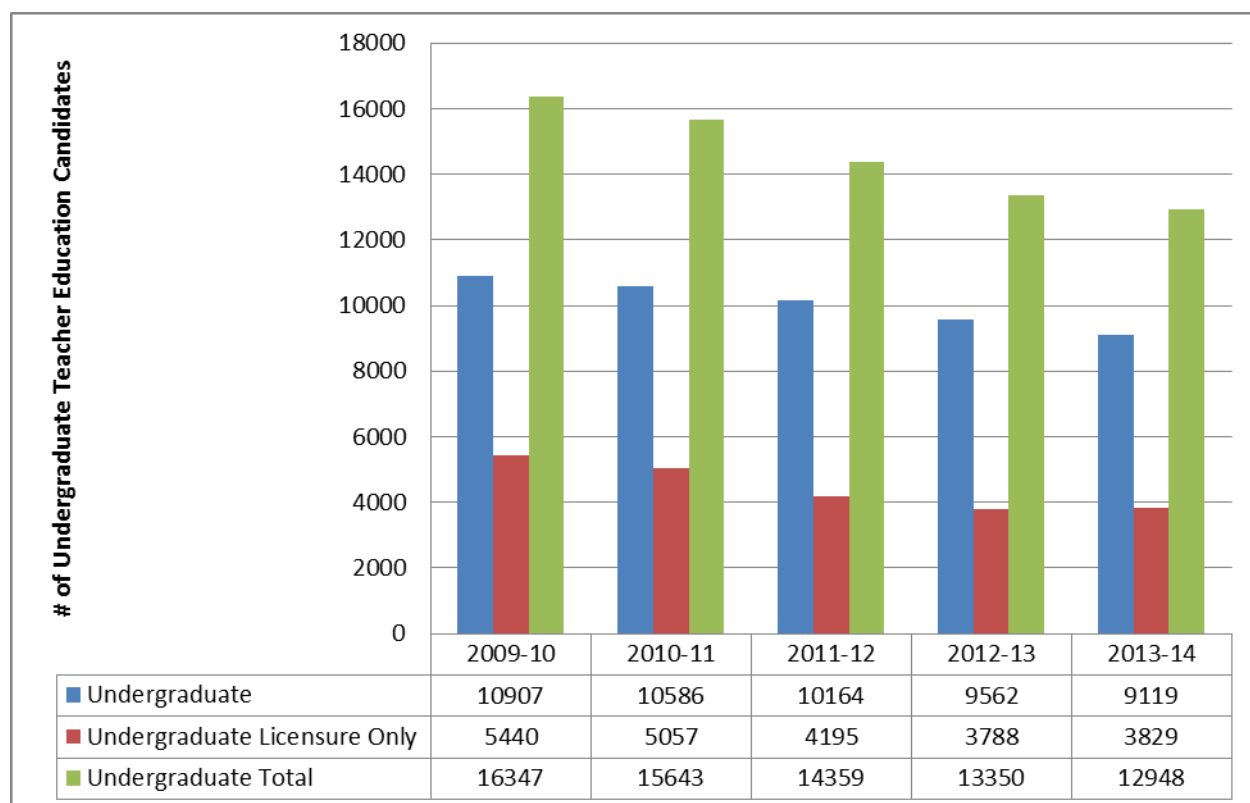
Figure II Undergraduate Teacher Education Enrollment (Part-time and Full-time) from 2009-10 to 2013-14

Table IV: Admission Test Data for Undergraduate Programs, Fall 2013

	State Average	N
PPST Combined	529	2,875
PPST Reading	180	1,958
PPST Writing	176	1,949
PPST Math	179	1,962
CORE Combined	502	49
CORE Reading	175	17
CORE Writing	170	17
CORE Math	162	14
SAT Total	1202	2,906
SAT Math	569	269
SAT Verbal	570	285
ACT Composite	26	429
ACT Math	25	66
ACT English	25	69
GPA	3.33	13,120

QUALITY OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS

Teacher Education Programs are designed to provide pre-service 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 a 2.5 GPA;

» have the recommendation of the LEA in which student teaching was completed;

» have the recommendation of the college/university; and

» satisfy Praxis testing requirements as required by No Child Left Behind

Beginning Teacher Support Program

After completion of a Teacher Education Program, pre-service 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.

Table V 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. Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website.

Table VI 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 VI were generated by comparing those individuals identified by the institution as having student taught in 2011-2012 to the Praxis database available to the Department of Public Instruction. Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website.

Praxis testing requirements, required test number and score that were in effect for the 2012-2013 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 V: Length of Time to Program Completion (Undergraduate & Undergraduate Licensure-Only Students)

Number of Semesters	Full-time						Part-time					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Undergraduate	870	1380	470	325	60	43	32	34	66	23	11	8
Undergraduate Licensure-Only	124	39	24	11	6	5	403	139	70	40	24	4
Totals	994	1419	494	336	66	48	435	173	136	63	35	12

Table VI: Praxis Performance of Undergraduate Program Completers

	Elementary		Special Education			
			Adapted Curriculum		General Curriculum	
	N	%	N	%	N	%
State	1,733	97.6	69	100	257	98.5

EFFECTIVENESS OF PROGRAM GRADUATES

To determine the effectiveness of program graduates evaluation data collected through the North Carolina Educator Evaluation System (NCEES) is reported for beginning teachers. A beginning teacher is defined as one who is in the first three years of teaching and holds a Standard Professional I license. A search of the DPI Licensure and the Salary Administration databases was conducted using the names of program graduates/completers provided by the institutions.

The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of "developing" to "distinguished." Effective 2010–2011, at the end of their third year beginning teachers must be rated "proficient" on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are "does not met expected growth", "meets expected growth", and "exceeds expected growth." New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. The data in this report is a summary of evaluation data for beginning teachers employed by a North Carolina public school during the 2013-14 school year. At the time of this report, Standard 6 data for the 2013-14 year was not finalized. This data will be reported to the General Assembly as soon as it is available. Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/.

Table VII provides summary information on the effectiveness of beginning teachers prepared by North Carolina institutions of higher education. (Undergraduate and Graduate completers who are in their first three years of teaching in a North Carolina public school are combined.)   Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website.

Table VII: Effectiveness of Program Graduates (Undergraduate and Graduate Completers in First 3 Years of Teaching)

	Not Demonstrated		Developing		Proficient		Accomplished		Distinguished	
	N	%	N	%	N	%	N	%	N	%
Standard 1	5	0.06	348	3.93	5812	65.61	2487	28.08	206	2.33
Standard 2	3	0.03	327	3.70	5223	59.14	3086	34.94	193	2.19
Standard 3	5	0.06	400	4.54	6074	68.90	2179	24.72	158	1.79
Standard 4	5	0.06	441	5.0	5766	65.37	2471	28.01	138	1.56
Standard 5	2	0.02	3461	3.95	6030	68.84	2183	24.92	199	2.27

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.

Due to the historical low response rate on program satisfaction and current budget constraints, the Department collaborated with UNC General Administration and the Carolina Public Policy Institute to develop and deploy a revised first year teacher survey in 2013-14. The survey was administered by Carolina Public Policy Institute and data will be provided as soon as the analysis is complete.

Table VIII provides information on the total 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. Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website.
Figure III contains data for the statewide number of student teachers over the five year period of 2009-10 through 2013-2014.

Table VII: Percentage of Student Teachers Licensed/Employed within 1 Year of Program Completion

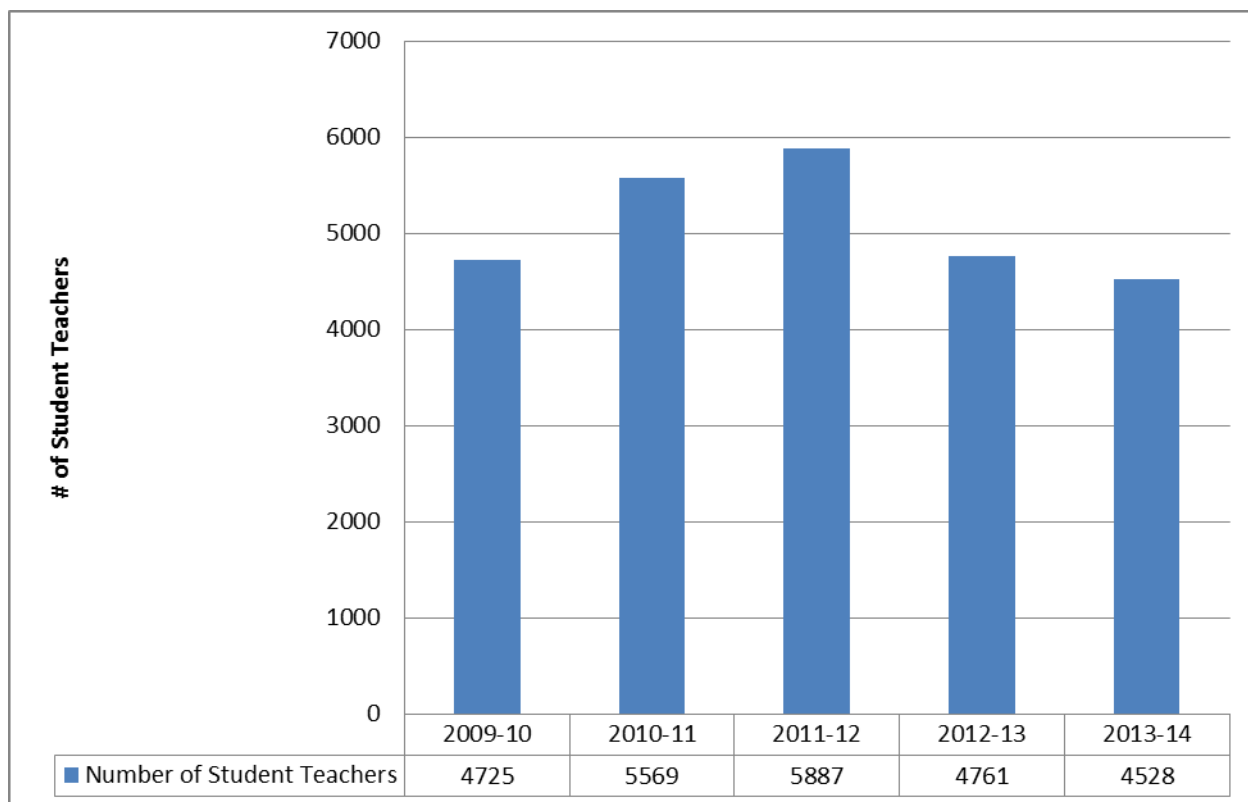|	Number of Completers	Percent Licensed	Percent Employed
State Totals	4,528	85%	59%

	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Student Teachers	4725	5569	5887	4761	4528

Figure III Number of Student Teachers from 2009-10 to 2013-14

REWARDS AND SANCTIONS

Undergraduate Programs

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

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 and Educator Preparation Program Report Cards 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.

Graduate Teacher Education Programs

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

2013-2014

GRADUATE TEACHER EDUCATION PROGRAMS

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.

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=Minority, T=Total	M	T	M	T	M	T	M	T	M	T	M	T
State Totals	276	991	639	2,445	17	68	116	337	713	2,756	102	386

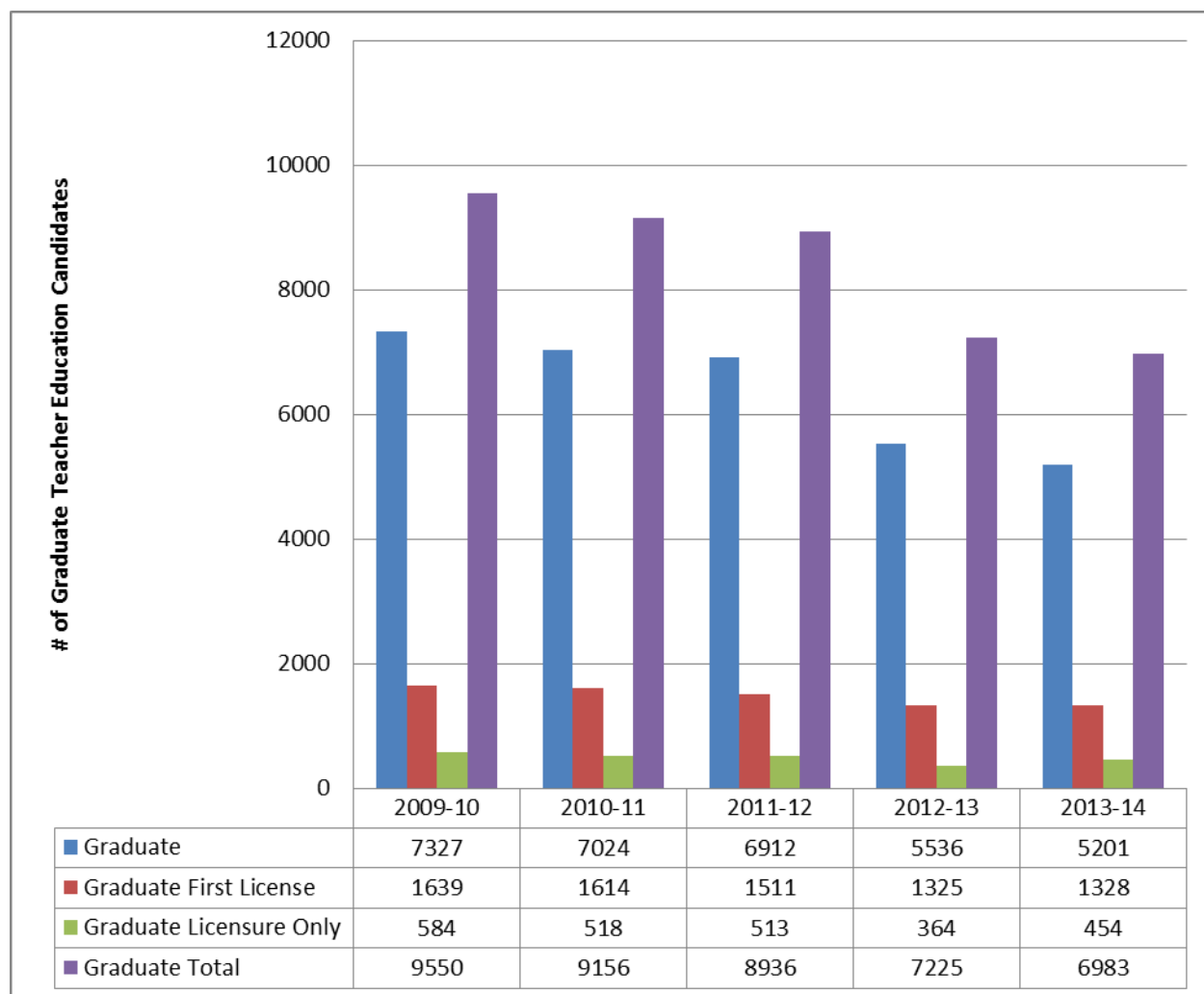|	2009-10	2010-11	2011-12	2012-13	2013-14
■ Graduate	7327	7024	6912	5536	5201
■ Graduate First License	1639	1614	1511	1325	1328
■ Graduate Licensure Only	584	518	513	364	454
■ Graduate Total	9550	9156	8936	7225	6983

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

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

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

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

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
Totals	583	334	164	77	36	98	417	284	269	138	86	211

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 graduate program completers was not completed for the 2013-2014 school year.

REWARDS AND SANCTIONS

Graduate Programs

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

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.

School Administration Programs

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

2013-2014

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 2013-2014 academic year 19 institutions were approved to offer school administration programs. The institutions are:

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

* Did not provide institutional reports due to a campus-based decision to suspend admissions into the School Administration program.

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 XII summarizes the Fall 2013 statewide enrollment in school administration programs. Data for each individual institution are available in the Institutional Reports and Institutional Report Cards found on the Department's website.
 Figure V contains enrollment data for school administration programs statewide over the five year period of 2009-10 through 2013-2014. Part-time and full-time school administration students are combined. **Table XIII** summarizes admission test results. 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 XII: Enrollment in School Administration Programs Fall 2013

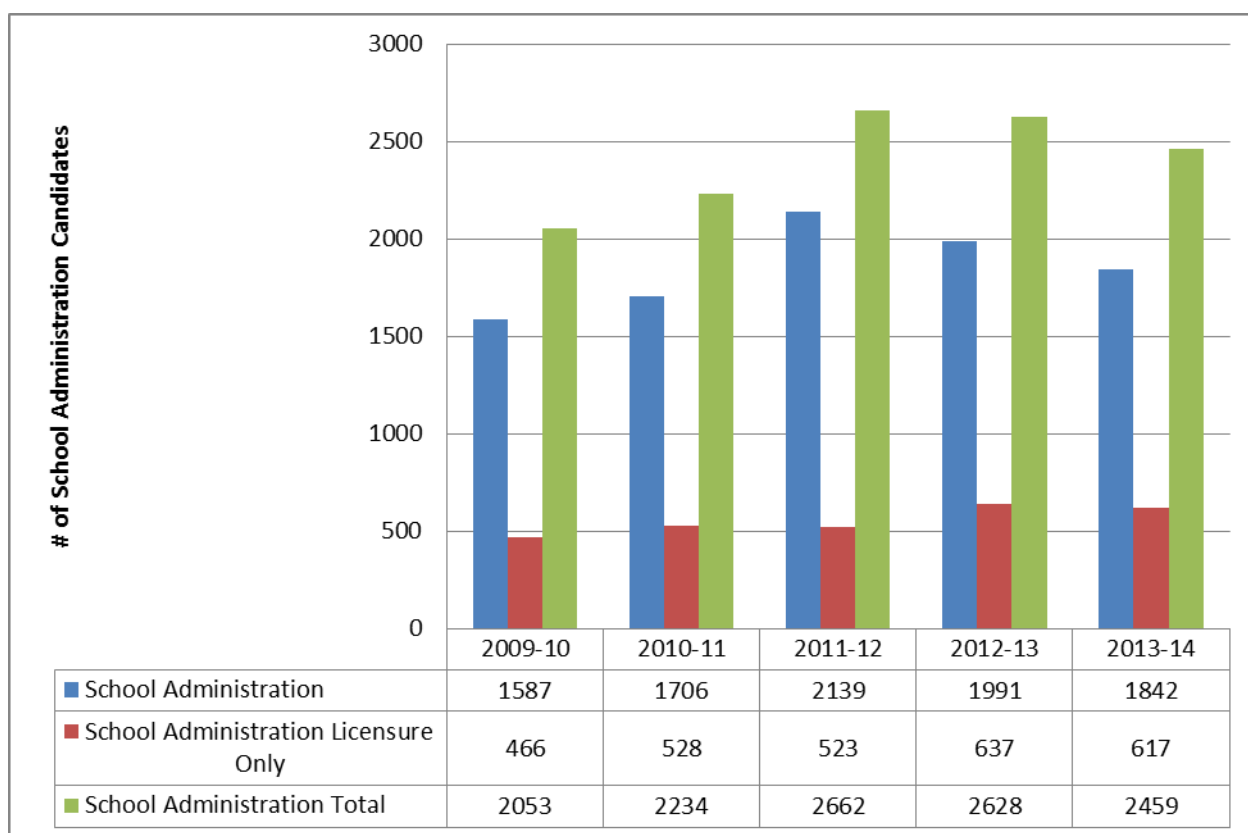| M=Minority, T=Total	Full-Time				Part-Time			
	Graduate		Graduate Licensure Only		Graduate		Graduate Licensure Only	
	M	T	M	T	M	T	M	T
State Totals	352	1,065	32	65	288	777	238	552

Figure V School Administration Candidate Enrollment from 2009-10 to 2013-14

Table XIII: School Administration Program Admission Data

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

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.

In August 2011, the SBE approved the removal of the School Leaders Licensure Assessment (SLLA) exam as a licensure requirement. Candidates completing an approved program are required to complete the DPI licensure portfolio of electronic evidences.

Table XIV: Length of Time to Program Completion (MSA)

Number of Semesters	Full-time						Part-time					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Graduate	8	116	25	10	0	2	298	44	50	9	8	14
Licensure Only	14	14	8	0	0	2	44	56	28	10	2	3
Totals	22	130	33	10	0	4	342	100	78	19	10	17

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 school administration program completers was not completed for the 2013-2014 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; 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.

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 was 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, effectiveness of program graduates, and other relevant data is under development.