

# Undergraduate Teacher Education Programs



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

**2013-2014**

## UNDERGRADUATE TEACHER EDUCATION PROGRAMS

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### 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.

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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 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.

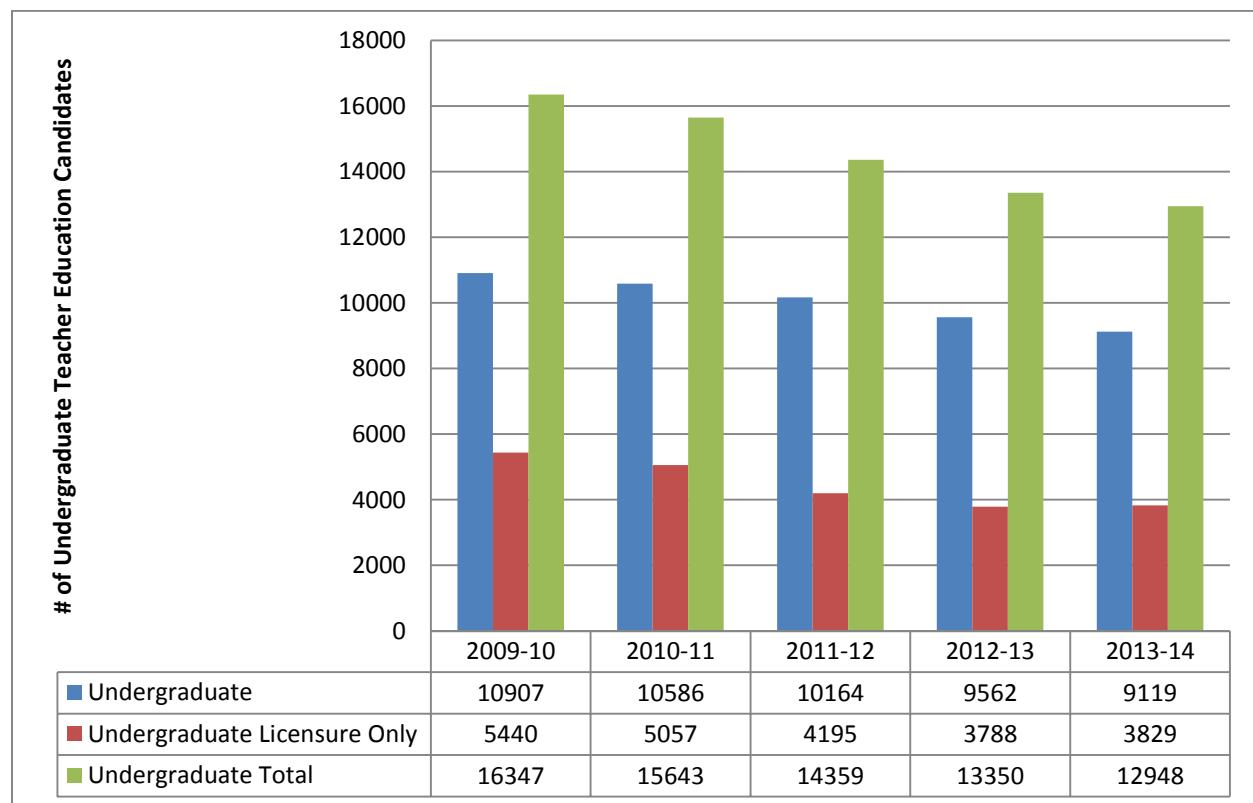
**Table III** provides the statewide Fall 2013 enrollment in teacher education programs, including full-time undergraduate teacher candidates as well as licensure-only, by minority enrollment and total enrollment. This data was provided by the institution. Data for each individual institution are available 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**

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



**Figure I 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**

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

## **QUALITY OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS**

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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.

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**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
<b>Totals</b>	994	1419	494	336	66	48	435	173	136	63	35	12

**Table VI: Praxis Performance of Undergraduate Program Completers**

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



## EFFECTIVENESS OF PROGRAM GRADUATES

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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.

	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

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

## EMPLOYMENT AND PROGRAM SATISFACTION

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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.***

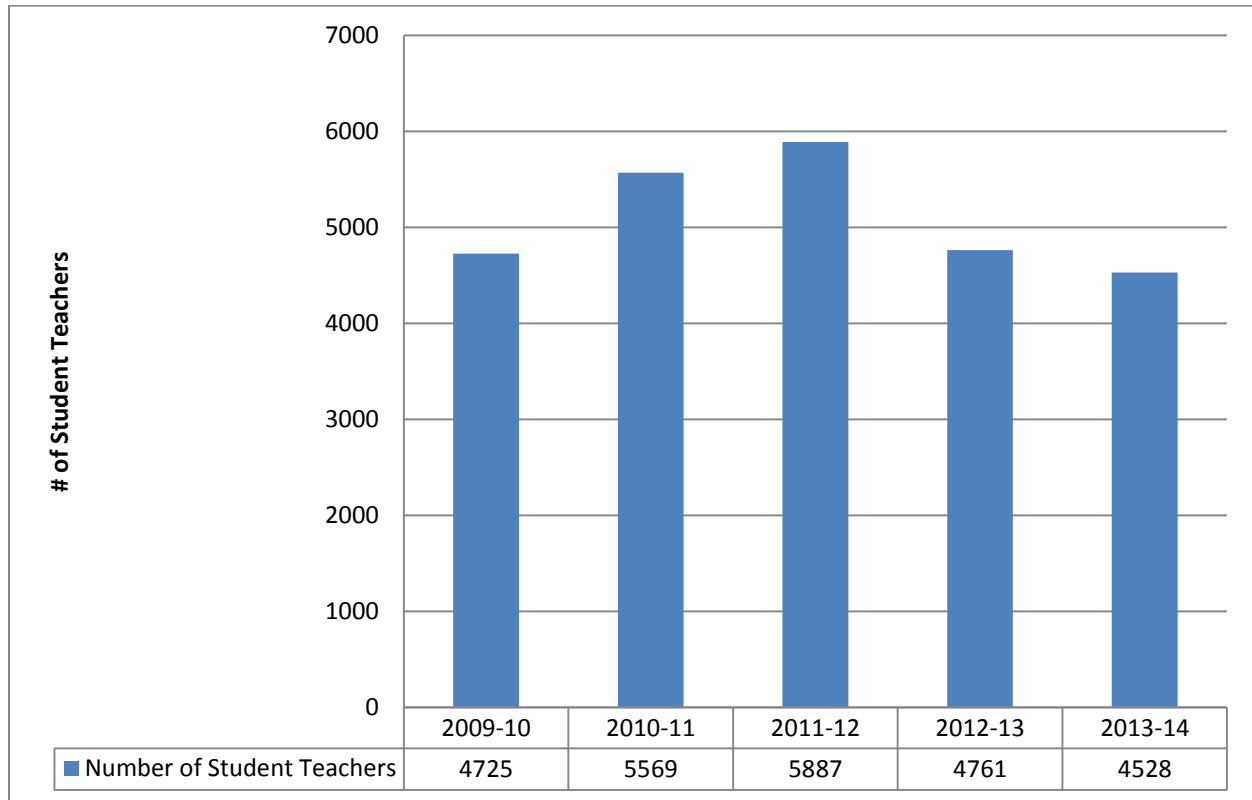
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**Table VIII** provides information on the total number of individuals completing undergraduate teacher education programs who were licensed and employed in the public schools of North Carolina within one year of program completion. Data for each individual 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**

	<b>Number of Completers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
<b>State Totals</b>	4,528	85%	59%



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

## REWARDS AND SANCTIONS

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### 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.