

Program Ranking Sheet

University of North Carolina at Charlotte

Charlotte, North Carolina

Graduate Elementary Teacher Prep Program: Master of Arts in Teaching Elementary Education with Certification

2014 National Ranking:







#101

Only programs whose scores put them in the top half receive a national ranking.





[Find out if this program is among the top performers in its region.](#)

Score Breakdown

Key Standards

Selection Criteria		
Early Reading		
Elementary Mathematics		
Elementary Content		
Student Teaching		

Booster Standards

English Language Learners	
Struggling Readers	
Classroom Management	
Outcomes	












Other Standards

Assessment and Data	
Evidence of Effectiveness	NR

For several geographic clusters across the country, we provide [detail on our Equity Standard for some institutions preparing teachers.](#)

Key standards establish most of a program's ranking; **Booster** standards can improve a program's ranking; **Other** standards provide important information that does not figure into ranking.

LEGEND

- | | |
|--|---|
|  Meets standard (formerly ) |  Strong Design |
|  Nearly meets standards (formerly ) | NA Not applicable |
|  Partly meets standards (formerly ) | NR Not rated (most likely because data not provide) |
|  Meets a small part of standard (formerly ) | * Inputed score derived from less complete data |
|  Does not meet standard (formerly ) | |

A program's 2014 edition scores on standards may differ from those given in the 2013 edition either because: 1) NCTQ obtained new data; and/or 2) the indicators for a standard or how it was scored were revised. See this program's scores in [last year's edition](#) of the *Teacher Prep Review*.

For more on standard scores and program rankings, see our [methodology](#).

Selection Criteria



Scoring Comment

The standards for admission into either the institution or its teacher preparation program should select teacher candidates from only the top half of the college population.

The program fully meets the standard because candidates for admission must have obtained a grade point average of 3.0 or higher overall or in the last two years of undergraduate coursework and taken a standardized test of academic proficiency used commonly for graduate admissions, both of which provide assurance that they have the requisite academic talent.

Early Reading



Scoring Comment

Courses reviewed: READ 5200, and READ 5300

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.

The program meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. In addition, all required coursework covers one or more components of effective reading instruction.

Elementary Mathematics



Scoring Comment

Courses reviewed: ELED 5201, and ELED 5301

Teacher candidates, even those who excel in math, generally require three semesters of coursework, complemented by adequate field practice in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The program does not meet this standard because it requires that teacher candidates take little or no coursework designed to develop their conceptual understanding of elementary mathematics topics. It thus fails to ensure that all essential topics are adequately covered, regardless of the design of the instruction.

Elementary Content



Scoring Comment

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography and science. Graduate programs should make sure that their elementary candidates know the subjects they will teach, either by reviewing their transcripts or by requiring that they pass rigorous assessments. If candidates are admitted with deficiencies in content preparation, the program should clearly delineate necessary remediation.

The program fails to meet this standard because its review of applicants requires no preparation in the following subjects:

- *Literature and Composition*
- *History and Geography*
- *Science*

Student Teaching



Scoring Comment

A high-quality student teaching experience depends on: 1) sufficient feedback as defined by at least four -- and ideally five or more -- observations with written feedback provided at regular intervals, and 2) the capacity of the program to play an active role in the selection of cooperating teachers, as evidenced by its solicitation of substantive nominating information related to mentoring skills and instructional effectiveness. The standard separately reports on, but does not rate, clear communication to school districts that cooperating teachers must be both strong mentors of adults and highly effective instructors. Such communication may be either explicit (in letters or handbooks directed at school district personnel) or implicit (in the nature of information solicited from principals or teachers nominated for the role of cooperating teacher).

The program does not meet this standard because while it provides student teachers with feedback at regular intervals, the feedback is not sufficient. Moreover, it does not assert its critical role in the selection of cooperating teachers by obtaining substantive information of any kind.

Although this did not affect the rating, the program does not clearly communicate to school districts both of the characteristics of cooperating teachers required by the standard -- that they be effective instructors and capable mentors.

English Language Learners



Scoring Comment

Courses reviewed: READ 5200, and READ 5300

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages.

The program fails to meet the standard because there is no required course that delivers instructional strategies addressing the specific early reading needs of English language learners and requires candidates to practice such strategies.

Struggling Readers



Scoring Comment

Courses reviewed: READ 5200, and READ 5300

Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.

The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.

Classroom Management



Scoring Comment

Teachers can teach and students can learn only in a functional classroom environment where students are engaged and productive. Teacher candidates will be better prepared to establish a productive classroom environment if the evaluation and/or observation instruments used to evaluate their student teaching performance provide feedback on specific classroom management strategies that together constitute a coherent management approach.

The program nearly meets the standard because the feedback provided to student teachers addresses most but not all critical components of a coherent management approach as outlined by the standard.

The program's evaluation and/or observation instruments provide feedback on student teachers' ability to:

- *establish and/or reinforce expectations for classroom behavior*
- *manage time; manage materials; manage student engagement; manage the physical classroom*
- *manage minor student misbehavior*
- *manage disruptive student misbehavior*

The program's evaluation and/or observation instruments do not provide feedback on student teachers' ability to:

- *recognize appropriate behavior through meaningful praise or other positive reinforcement*

Outcomes



Scoring Comment

Like K-12 institutions, colleges and universities must commit themselves to gathering the data needed for teacher preparation program accountability. Some institutions are privileged by the initiatives taken by their state to provide them with outcomes information, but all institutions have the capacity to obtain such information, independent of state initiatives if necessary.

The teacher preparation institution fully meets this standard because while it does not secure data from teacher performance assessments, it:

- *Surveys its graduates regarding topics relevant to program evaluation;*
- *Surveys its graduates' employers about their professional performance;*
- *Secures growth data on its graduates' students; and*
- *Collects all of these forms of data on an established timetable that supports regular program evaluation.*

Assessment and Data



Scoring Comment

Using data on student performance has always been central to good instruction. Teachers should know how to prepare and draw information from an array of assessments, and work individually and in teams to adjust and extend their lessons to promote learning.

The program only partly meets the standard. It requires that teacher candidates prepare both formative and summative classroom assessments. However, the requirements that candidates, individually and in teams, interpret and apply data from both standardized and classroom assessments are minimal.

Although this did not affect the rating, the program does not adequately address the instructional role of standardized tests, particularly the program state's standardized tests.
