

Program Ranking Sheet

University of North Carolina at Charlotte

Charlotte, North Carolina

Graduate Secondary Teacher Prep Program

2014 National Ranking:






#221

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		
Middle School Content		
High School Content		
Student Teaching		

Booster Standards

Classroom Management	
Secondary Methods	
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.

Middle School Content



Scoring Comment

Middle school teachers need in-depth content knowledge preparation in order to deliver high-level instruction to their students. Graduate programs should make sure that their middle-school 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.

We have evaluated programs on this standard with an eye in each state both to state regulations and to widespread interpretation of regulatory intent among teacher preparation programs. For more information, please consult the methodology report for this standard.

The institution fully meets the standard because its review of the content preparation of applicants to its graduate program ensures that middle school teacher candidates in all certification pathways offered have sufficient content knowledge in every subject they will be qualified to teach. These pathways include:

- *Mathematics*
- *English*
- *Science*
- *Social Sciences*

High School Content



Scoring Comment

Without a thorough grasp of the subject they will teach — typically acquired by a major in an academic discipline — high school teachers will be unable to provide the sophisticated level of instruction that their students will need to progress. All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages that are used to justify preparation short-cuts. Graduate programs should make sure that their high-school 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.

We have evaluated programs on this standard with an eye in each state both to state regulations and to widespread interpretation of regulatory intent among teacher preparation programs. For more information, please consult the methodology report for this standard.

The institution fails to meet the standard because its review of the content preparation of applicants to its graduate program ensures that high school teacher candidates in only these certification pathways have sufficient content knowledge in every subject they will be qualified to teach:

- Mathematics
- English

Sufficient content knowledge is not ensured in:

- Science
- Social Sciences

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.

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*
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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.

Secondary Methods



Scoring Comment

Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions. Since teacher candidates in each of the core curriculum certification pathways should take subject-specific methods coursework, there should be no distinctions drawn among the pathways in terms of coursework requirements. An evaluation of one randomly selected core curriculum pathway is therefore sufficient to determine the strength of the program's overall approach to training secondary candidates in methods.

Based on an evaluation of the certification pathway for Secondary English, the program fully meets the standard. This evaluation indicates that candidates in core curriculum certification pathways take a subject-specific methods course in their area of certification that focuses on specific instructional strategies to improve the delivery of content and includes assignments which require candidates to practice such strategies

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.*

Evidence of Effectiveness

NR
