

Program Ranking Sheet

University of North Carolina at Charlotte

Charlotte, North Carolina

Undergraduate Elementary Teacher Prep Program: Bachelor of Arts in Special Education and Elementary Education with Dual Certification

2014 National Ranking:






#260

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












New Standards

Rigor	 *
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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 ) | * Imputed 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 only partly meets the standard because while it is housed in an institution that is relatively selective, the level of selectivity is not sufficient to ensure that candidates have the requisite academic talent. The program also does not require that all candidates have a high enough grade point average and take an appropriate entrance exam.

Early Reading



Scoring Comment

Courses reviewed: READ 3226, ELED 3226, READ 3224, TSEL 4204, and SPED 4275

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*
 - *Comprehension Strategies*
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Elementary Mathematics



Scoring Comment

Courses reviewed: MAED 3222, and SPED 4272

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, elementary teacher candidates need to have a solid grasp of literature and composition, American and world history, geography and science. Teacher candidates should also develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The program meets only a small part of this standard because the combination of institution and program requirements does not fully ensure sufficient coverage in the content elementary teachers need in:

- *Literature and composition*
- *Science*

There is no coverage in:

- *History*
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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 3226, ELED 3226, READ 3224, TSEL 4204, and SPED 4275

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 3226, ELED 3226, READ 3224, TSEL 4204, and SPED 4275

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.*
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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 meets the standard. It requires that teacher candidates prepare both formative and summative classroom assessments. Also, the requirements that candidates, individually and in teams, interpret and apply data from both standardized and classroom assessments range from substantial to very substantial.

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

Rigor



Scoring Comment

The classroom is a challenging environment. To get ready for it, teacher candidates need to take demanding coursework and be rigorously evaluated. Teacher candidates' performance also offers programs a valuable source of information about the readiness of individual candidates and the quality of their overall courses of study. Neither of these goals can be met if the vast majority of teacher candidates receive the highest possible grades. While no absolute standard for grading can be established, a teacher preparation program should be no less challenging than the institution of higher education in which it is housed. In concrete terms, this means that the proportion of teacher candidates who achieve exceptionally high grade point averages (GPAs) -- as indicated by the GPA-based honors awarded to them at graduation -- should not be markedly higher than the proportion of all undergraduate students from the institution who do so.

NCTQ notes that a "pass/fail" scoring scale is used if graduation data available for analysis of GPA-based honors does not allow elementary, secondary, and special education teacher candidates to be distinguished from teacher candidates or other undergraduates enrolled in the education department.

The teacher preparation programs do not meet the standard because a substantially greater proportion of their undergraduates (predominantly, but not exclusively, teacher candidates) earn commencement honors compared with the proportion of graduating seniors at the institution earning honors.

This rating applies to all graduating seniors housed within the College of Education.