

2020-2021

EPP Master's Performance Report

Duke University



North Carolina Department of
PUBLIC INSTRUCTION

Overview of Master's Program

The Master of Arts in Teaching Program at Duke University was developed in 1988 as a collaborative effort between Durham's two public school systems and the Graduate Faculty of Arts and Sciences at Duke. The aims of the Program were then, as they are now, to produce liberally educated, reflective teachers who have extensive knowledge of their teaching fields; who see themselves as scholarly educators; and who have a positive impact not only on their students, but also on the teaching profession. To meet these goals, the MAT Program has established the following objectives: to attract exceptionally well-qualified candidates with strong liberal arts backgrounds into the teaching profession; to give students further depth in their academic disciplines by requiring they complete graduate work in their teaching fields; to give students the professional knowledge and skills they need to teach their discipline to diverse students; to give a central role to highly skilled mentor teachers in the training of new teachers; and, to teach MAT candidates the skills of reflection and analysis so that they can diagnose and solve problems of teaching and learning and make ethical decisions about the education of their students. Approved by the North Carolina State Board of Education to recommend its graduates for M licensure, the MAT Program continues the collaboration between the local education agency and the Graduate School Faculty in the design, curriculum, and delivery of the Program and the evaluation of how well the Program meets its goals.

Special Features of Master's Program

The Master of Arts in Teaching Program at Duke University is a program of the Program in Education in the Trinity College of Arts and Sciences. The director reports directly to the Chair of the Program in Education. An Advisory Committee comprised of tenured faculty from each of the academic disciplines with which the program collaborates, a representative from Durham Public Schools, and the University Licensure Officer, oversee the policies, practices, admissions procedures and relationship with the LEA. A committee of two or three members of the Advisory Committee interviews each application candidate who is deemed to be admissible. Once admitted to the Program, MAT students divide their time between graduate level course-work in their academic field (5 courses or 15 credit hours) and education course-work (21 credit hours, including a 27-week internship in the Durham Public Schools.) All education faculty within the MAT Program are either practitioners or hold doctoral degrees. Durham Public Schools teachers who mentor MAT students are carefully chosen for their skills as teachers and as coaches. They are named “Master Teaching Faculty” and are required to complete mentor training provided by Duke.

I. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Graduate Educator Prep Program

Gender	Number
Male	8
Female	17
Gender Neutral	
Gender Not Provided	
Total	25
Race/Ethnicity	Number
African-American	2
Am. Indian/ Alaskan Native	
Asian	12
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	
White	9
Two or More Races	1
Race Not Provided	1
Total	25

B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.

Full-Time

	Male		Female		Not Identified as Male or Female	
Graduate	African-American	1	African-American	2	African-American	0
	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	2	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	8	White	8	White	0
	Two or More Races	1	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	11	Total	12	Total	0
Licensure-Only	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Not Identified as Male or Female	
Graduate	African-American	0	African-American	0	African-American	0

	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Licensure- Only	African- American	0	African- American	0	African- American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

C. Program Completers and Licensed Completers (reported by the EPP)

Program Area	Graduate		Graduate Licensure Only	
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC

Prekindergarten				
Elementary				
Middle Grades				
Secondary				
Special Subjects				
Exceptional Children				
Vocational Ed				
Special Services				
Total				
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Graduate
MEAN GPA	3.40
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	310.65
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	N/A
N/A - Data Not Available * - Less than five scores reported	

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2020-2021 Program Completers License Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
No Test Data for Cohort			
* To protect the confidentiality of student records, pass rates based on fewer than five students are not printed.			