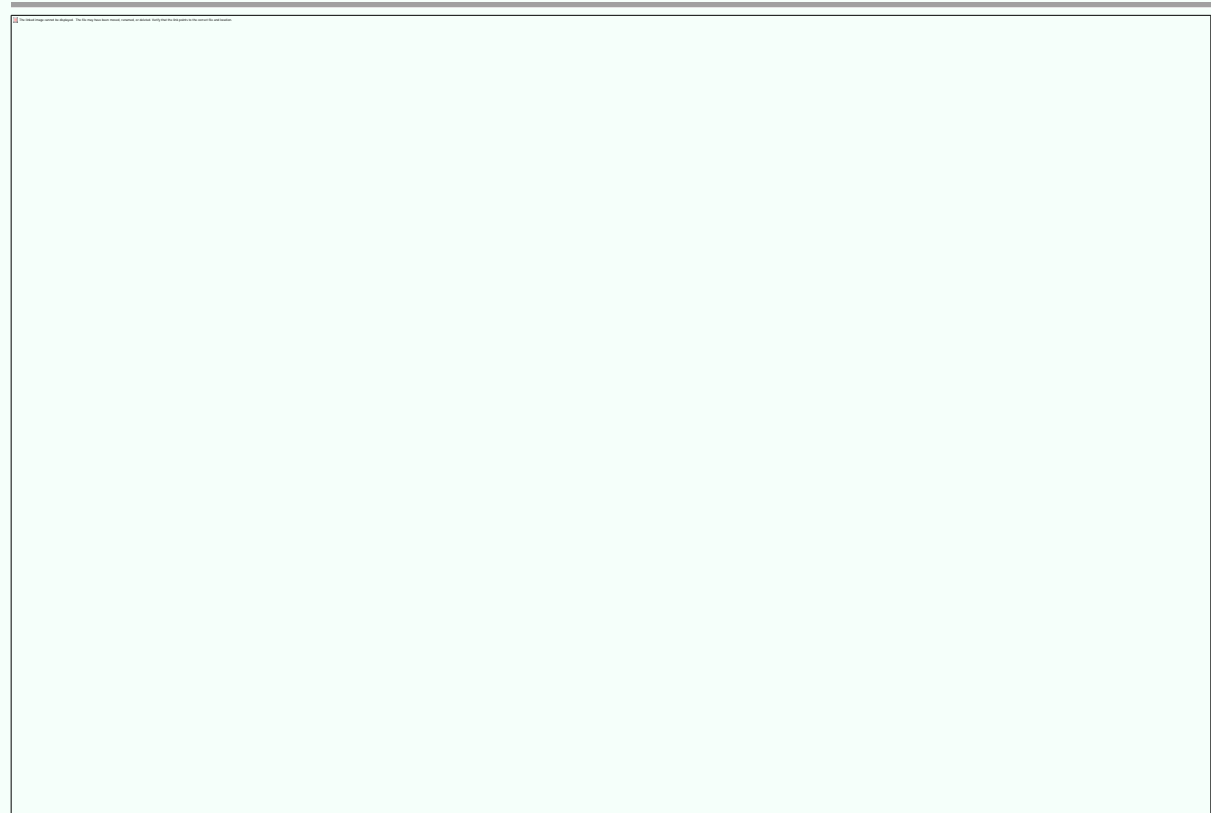


# 2019-2020

## EPP Master's Performance Report

### Duke University



#### 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.

## **II. CHARACTERISTICS OF STUDENTS**

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

<b>Gender</b>	<b>Number</b>
Male	11
Female	25
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>36</b>
<b>Race/Ethnicity</b>	<b>Number</b>
Asian	17
African-American	3
Am. Indian/Alaskan Native	0
Hispanic/Latino	2
Native Hawaiian/Pacific Islander	0
White	14
Two or More Races	0

Race/Ethnicity Not Provided	0
<b>Total</b>	<b>36</b>

**B. Headcount of students formally admitted to and enrolled in programs leading to licensure.**

<b>Full-Time</b>					
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>
<b>Graduate</b>	African-American	2	African-American	2	African-American
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian	1	Asian
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	6	White	11	White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided		Not Provided		Not Provided
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>15</b>	<b>Total</b>
<b>Licensure Only</b>	African-American		African-American		African-American
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White		White		White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided		Not Provided		Not Provided
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>
<b>Part-Time</b>					
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>
<b>Graduate</b>	African-American		African-American		African-American
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native

	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

### C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>				
<b>LC Completed program and applied for license</b>				
Prekindergarten				
Elementary				
Middle Grades				
Secondary	8	6		
Special Subjects				
Exceptional Children				
Vocational Ed				
Special Services				

<b>Total</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

**F. Quality of students admitted to programs during report year.**

<b>Measure</b>	<b>Graduate</b>
MEAN GPA	3.46
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	309.21
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	*
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.	
<b>Comment or Explanation:</b>	

**G. Scores of student teachers on professional and content area examinations.**

<b>Speciality Area/ Professional Knowledge</b>	<b>2018-2019 Program Completers Licensure Pass Rates</b>		
	<b>Number Taking Tests</b>	<b>Percent Passing</b>	<b>State Pass Rate</b>
English	2	*	100
Math (grades 9-12)	1	*	83
Science (grades 9-12)	2	*	100
Social Studies (grades 9-12)	3	*	100
<b>Institution Summary</b>	<b>8</b>	<b>100</b>	<b>95</b>
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

**H. Time from admission into professional teacher education program until program completion.**

<b>Full Time</b>
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