

2015-2016

IHE Masters Performance Report

Duke University



Public Schools of North Carolina

State Board of Education

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

Full-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	2	Hispanic	3
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	9	Total	24
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)		16		
Special Subjects (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel				
Total	0	16	0	0

C. Quality of students admitted to programs during report year.

Measure	Graduate
MEAN GPA	3.5
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	310.07
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2014-2015 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
English	4	*
Math (9-12)	2	*
Physics	2	*
Science (9-12)	2	*
Social Studies (9-12)	3	*
Institution Summary	13	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

E. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses

Program Area	Number of Issued Programs of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Total	0	0

F. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	16					
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree						
Licensure Only						
Comment or Explanation:						