

2017-2018

# IHE Masters Performance Report

## Meredith College

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## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

#### Overview of Master's Program

Meredith College offers a Master of Education (M.Ed.) program in five specialty areas: academically and intellectually gifted (AIG), elementary education, English as a second language (ESL), reading, and special education (general curriculum) and the Master of Arts in Teaching in four specialty areas: elementary education, English as a second language, special education (general curriculum), and health and physical education (HPE). The M.Ed. specialty areas of elementary education and reading have been offered at Meredith College since 1983. In supporting areas of high need in North Carolina, the Department of Education began offering a M.Ed. in ESL, AIG, and special education (general curriculum). The M.Ed. program reflects the mission and purpose of the College and the DOE by fostering in students “integrity,

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independence, scholarship, and personal growth,” and builds upon the strengths of the undergraduate program. The co-educational program is designed for the K-12 teacher who has a baccalaureate degree and has (or is eligible for) an initial teaching license. The program centers on giving teachers the advanced tools to serve the 21st century student in today’s schools. To meet the needs of our graduate students, the DOE structures the program to encourage extensive reading, independent thinking, creativity, application to practice, and appropriate research, which prepares the master teacher to take leadership roles in the school or district. In addition, many courses are offered as blended combining face to face and online learning and a few are completely online. The M.Ed. graduate is knowledgeable about information technology and the empowerment it offers for transforming teaching and learning. And as reflective practitioners, graduates are able to assess their own teaching and their students’ learning, and then both design instruction to support learning and identify their own continuous professional development needs.

In response to North Carolina’s need for teachers, the DOE launched its Master of Arts in Teaching (MAT) program in 2008. The ninth cohort of MAT candidates, which includes elementary and special education, the sixth cohort in ESL, and the first cohort of HPE students will intern in fall 2018 in several Triangle school systems, including Wake, Orange, Durham, and Alamance counties. The MAT program has been successful in preparing committed adults with little or no background in the education profession to be full time teachers in North Carolina. The DOE continues to study the implementation of MAT programs in other areas such as family and consumer sciences, mathematics, and sciences. The DOE faculty and staff focus on the goals of the program, which include preparing highly qualified beginning teachers who know how to teach all students, have the skills to collaborate with other school personnel and families, know their content area, and who understand their roles in local, national, and global contexts. Four information sessions are held per year, and through solid recruiting efforts by the members of the department, led by the manager of the graduate program, the DOE works to meet expectations in a difficult time. In addition, the graduate program manager brings fresh ideas for recruiting candidates into the program and with continual web presence along with attendance at state and national conferences more interest in the programs has been generated.

**Commented [1]:** I would tweak order...the ninth cohort of MAT candidates, which includes elementary and special education, the sixth cohort in ESL, and the first cohort in HPE will intern in fall 2018 in school systems...

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**Commented [3]:** I would delete this

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### Special Features of Master's Program

The faculty in the DOE at Meredith College continues to assess how best to serve current teachers and those who desire to be teachers. Scheduling of courses in the evenings makes the M.Ed. and the MAT program accessible for full time teachers and others, including teachers in year round schools. The M.Ed. program offers courses that are online, hybrid, face-to-face, and a study abroad opportunity in Sansepolcro, Italy. The MAT program offers a fast track option, which takes 16 months to complete, and a flex plan option, which allows students to complete the program at a slower pace. In addition, the Early MAT program offers undergraduate students the opportunity to begin their MAT studies during their senior year. Partnership schools work to provide the MAT students quality field experiences, and the DOE has established partnerships with school systems in the Triangle area, i.e., Johnston, Lee, Durham, Chapel Hill-Carrboro, and Orange, not only to offer services to those schools, but also to serve a broader population of graduate students in its programs. MAT students also gain valuable experience tutoring in community afterschool programs. Increased flexibility in the M.Ed. program meets the diverse professional interests and academic needs of the students. M.Ed. students complete a research project and a portfolio that document their growth and integration of course material with practice throughout the program. In fall 2017, MAT students began an in-house pilot of the nationally normed ETS-PPAT to address the assessment of pedagogy. In fall 2018, MAT students will submit their PPAT responses to ETS for its assessment. M.Ed. research projects are presented during the Graduate Education Conference, "Innovative Teaching and Learning," held on campus each spring. The conference showcases graduate research and academic projects, which gives students an opportunity to present their work to faculty, colleagues, MAT students, and friends. The conference provides the faculty and the student an assessment tool to evaluate progress.

The DOE continues to offer its fully online Curriculum Instructional Specialist (CIS) add-on license that enables teachers with masters' degrees to be considered for central office or school leadership positions such as instructional resources teacher, curriculum coordinator, or reading specialist.

## I. CHARACTERISTICS OF STUDENTS

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

| Number of Students Who Applied to the Graduate Educator Prep Program |        |
|--|--------|
| Gender   | Number |
| Male   |        |
| Female   |        |
| Race/Ethnicity   | Number |
| Asian/Pacific Islander   |        |
| African American   |        |
| Hispanic   |        |
| American Indian/Alaskan  |        |
| White  |        |
| Other  |        |

**B. 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         | 1         |
|                | Black, Not Hispanic Origin     | 0        | Black, Not Hispanic Origin     | 3         |
|                | Hispanic                       | 0        | Hispanic                       | 0         |
|                | White                          | 1        | White                          | 17        |
|                | Other                          | 0        | Other                          | 2         |
|                | <b>Total</b>                   | <b>1</b> | <b>Total</b>                   | <b>23</b> |
| Part-Time      |                                |          |                                |           |
|                | Male                           |          | Female                         |           |
| Graduate       | Am Indian/Alaskan Native       | 0        | Am Indian/Alaskan Native       | 1         |
|                | Asian/Pacific Islander         | 0        | Asian/Pacific Islander         | 1         |
|                | Black, Not Hispanic Origin     | 1        | Black, Not Hispanic Origin     | 8         |
|                | Hispanic                       | 0        | Hispanic                       | 0         |
|                | White                          | 1        | White                          | 26        |
|                | Other                          | 0        | Other                          | 2         |
|                | <b>Total</b>                   | <b>2</b> | <b>Total</b>                   | <b>38</b> |
| Licensure-Only |                                |          |                                |           |
|                | Am Indian/Alaskan Native       |          | Am Indian/Alaskan Native       | 0         |
|                | Asian/Pacific Islander         |          | Asian/Pacific Islander         | 0         |
|                | Black, Not Hispanic Origin     |          | Black, Not Hispanic Origin     | 1         |
|                | Hispanic                       |          | Hispanic                       | 0         |
|                | White                          |          | White                          | 5         |

|  |              |  |              |   |
|--|--------------|--|--------------|---|
|  | Other        |  | Other        |   |
|  | <b>Total</b> |  | <b>Total</b> | 6 |

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

| Program Area   | Graduate |    | Graduate Licensure Only |    |
|--|----------|----|-------------------------|----|
| <b>PC</b><br>Completed program but has not applied for or is not eligible to apply for a license | PC       | LC | PC                      | LC |
| <b>LC</b><br>Completed program and applied for license   |          |    |                         |    |
| Prekindergarten (B-K)  |          |    |                         |    |
| Elementary (K-6)   | 2        | 5  |                         |    |
| Middle Grades (6-9)  |          |    |                         |    |
| Secondary (9-12)   |          |    |                         |    |
| Special Subjects (K-12)  |          | 3  |                         | 1  |
| Exceptional Children (K-12)  |          | 3  |                         | 1  |
| Vocational Education (7-12)  |          |    |                         |    |
| Special Services Personnel   |          |    |                         | 2  |
| <b>Total</b>   | 2        | 11 | 0                       | 4  |

### D. Quality of students admitted to programs during report year.

| Measure   | Graduate |
|---|----------|
| MEAN GPA  | 3.35     |
| MEAN MAT Electronic Rubric  | 402.83   |
| MEAN MAT Written  | N/A      |
| MEAN GRE Electronic   | 297.18   |
| MEAN GRE Written  | N/A      |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE  | 5.21     |
| NUMBER EMPLOYED IN NC SCHOOLS   | 26       |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. |          |
| Comment or Explanation:   |          |

### E. Scores of program completers on professional and content area examinations.

| Specialty Area/Professional Knowledge | 2016-2017 Program Completers Licensure Pass Rate |                 |
|---------------------------------------|--|-----------------|
|                                       | Number Taking Test                               | Percent Passing |

|   |    |     |
|---|----|-----|
| Curriculum Instructional Specialist   | 3  | *   |
| Elementary (grades K-6)   | 5  | 100 |
| English as a Second Language  | 4  | *   |
| Spec Ed: General Curriculum   | 4  | *   |
| Institution Summary   | 16 | 100 |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. |    |     |

**F. 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)  |   |   |
| <b>Total</b>                 |   |   |
| Comment or Explanation:      |   |   |

**G. 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         |                      |             |             |             |             |             |
| 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: |                      |             |             |             |             |             |