

2016-2017

# IHE Masters Performance Report

## Salem College

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## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

#### **Overview of Master's Program**

At Salem College, graduate students in Master of Arts in Teaching (MAT) programs may earn licensure (initial and/or advanced) for art education, elementary education, general curriculum special education, and middle grades/ secondary education in science, English, mathematics, and social studies. MAT programs attract primarily mid-career professionals looking to enter teaching as well as recent college graduates who completed their bachelor's degrees without simultaneously receiving teacher preparation. Courses for initial licensure are offered in the evenings, and all candidates for initial licensure participate in an extensive, carefully supervised practicum in an appropriate classroom setting (student teaching). MAT candidates also prepare an extensive electronic portfolio that documents their skills, knowledge, and dispositions in

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teaching. Graduate candidates who are already licensed teachers may select to pursue several add-on initial licensure programs (AIG, BK, ESL, or reading) or to enter a Master of Education program in elementary education, special education, or language and literacy. Graduate candidates interested in the school counseling profession are not required to hold teacher licensure. The MEd in school counseling is an online program leading to North Carolina school counselor licensure.

All graduate education programs at Salem College are based on a conceptual framework of "Learning for All Students." Graduate candidates are expected to demonstrate two basic dispositions: that all students are learners and that teachers are responsible for creating the conditions of learning for all students. Graduate programs are aligned with the Council for Accreditation of Education Preparation Standards, the North Carolina Professional Teaching Standards, the North Carolina Standards for Graduate Teacher Candidates, and the North Carolina Specialty Area Standards. To demonstrate understanding of how research directs practice, graduate candidates conduct action research projects. In order to be recommended for advanced licensure, all graduate candidates must also create a master practitioner portfolio.

### **Special Features of Master's Program**

At Salem College, graduate students in the Master of Arts in Teaching earn initial and advanced licensure in art, elementary education, general curriculum special education, or middle grades/secondary education in English, mathematics, science, and social studies. A unique feature of Salem's MAT programs is that they are delivered in two phases. Phase 1 leads to initial licensure while Phase 2 affords candidates the opportunity to complete advanced competency licensure. Many of Salem's MAT candidates are mid-career professionals from other occupations who wish to enter teaching. All licensure candidates are expected to demonstrate the two dispositions that guide teacher education at Salem College: the beliefs that 1) all students are learners and 2) teachers are responsible for creating the conditions of learning for all students. In addition, candidates are expected to demonstrate competencies in constructivist practices in teaching, classroom management, instructional design and differentiation, assessment,

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technology integration, reflective practice, the development and use of educational research (especially classroom-based action research), and teacher leadership.

Master of Education programs for elementary, special education, and language & literacy are open to licensed teachers who want to gain advanced expertise in their specialty area and to complete their master's degree. The Master of Education in school counseling program blends online coursework with two weekend residency sessions during the second year of the program. In their third year, school counseling candidates complete a supervised practicum semester and a supervised internship in public schools.

## **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	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	21
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	39
	Other	0	Other	0
	Total	7	Total	62
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	
Part-Time				
	Male		Female	

Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	1	Total	13
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	
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	.	.	.	.
Elementary (K-6)	.	2	.	.
Middle Grades (6-9)	1	1	.	.
Secondary (9-12)	1	2	.	.
Special Subjects (K-12)	3	2	.	.
Exceptional Children (K-12)	2	4	.	.
Vocational Education (7-12)	.	.	.	.
Special Services Personnel	4	7	.	.
<b>Total</b>	11	18	0	0

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

<b>Measure</b>	<b>Graduate</b>
MEAN GPA	3.09
MEAN MAT Electronic Rubric	.
MEAN MAT Written	.
MEAN GRE Electronic	.
MEAN GRE Written	.
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	4.44
NUMBER EMPLOYED IN NC SCHOOLS	37
* 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.**

<b>Specialty Area/Professional Knowledge</b>	<b>2015-2016 Program Completers Licensure Pass Rate</b>	
	<b>Number Taking Test</b>	<b>Percent Passing</b>
Counselor	7	100
Elementary Education	11	100
English	2	*
MG-Lang Arts	1	*
Social Studies (9-12)	1	*
Spanish	1	*
Spec Ed: General Curriculum	3	*
Institution Summary	26	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**

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

Comment or Explanation:		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Graduate degree		2	3	13	1	3
Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Graduate degree						
Licensure Only						
Comment or Explanation:						