

2015-2016

IHE Master's Performance Report

UNC Chapel Hill



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

In addition to the MSA for school administrators described in a separate section, the UNC School of Education offers initial licensure master's programs to prepare PreK-12 teachers, and school counselors, and a master's program specifically designed for experienced teachers.

Our Master of Arts in Teaching (MAT) program to prepare secondary teachers graduated 15 students during 2015-16. It should be noted that the decrease in enrolled MAT students can be accounted for by two strategic programmatic moves. First, due to the shift of some of the content 'strands' to our undergraduate fast-track licensure programs, we have had lower enrollments in Secondary Science and Secondary Mathematics and K-12 Music is no longer available in the MAT. These content areas are

being covered at the undergraduate level instead. Second, the UNC School of Education is retiring its undergraduate programs for Child Development Family Studies (CDFS), Elementary Education (ELED) and Middle Grades (MG) and beginning its newly created Bachelor's-MAT program for Elementary Education, Middle and High School Math, Science, Social Studies, and English Language Arts. Existing programs will retire in May 2017 while new courses for the Bachelor's-MAT will begin in the fall of 2016 and full program implementation will begin in summer 2017. The MAT program is approved by the State Department of Public Instruction.

Our M.Ed. in School Counseling is a 15-month, full-time program that prepares students to practice in elementary, middle, and high schools. This program accepts 25+ new students each year, and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In September 2006, our School Counseling Program was named the 2006 Outstanding Counselor Education Program by the Southern Association for Counselor Education and Supervision (SACES). In May 2014, the program received full reaccreditation following the CACREP site visit during the regular accreditation cycle. Reviewers were extremely complimentary of the program, students, faculty and graduates. The School Counseling faculty continues to recruit high quality candidates and focus on the continuous improvement of its program.

Our M.Ed. for Experienced Teachers (MEDX) is a 30-34 hour, part-time, field-based program which has been specifically designed to meet the needs of practicing teachers. We have begun to add the option of assignments as part of the MEDX courses to enable students to also obtain their National Board Certification. Students participate in this program in cohorts of about 15 to 20 students each, with teachers who work together often studying together. As of Summer 2015, a total of 112 practicing teachers were enrolled in our MEDX cohorts. Enrollments in the program dropped significantly when compensation for Master's level licensure was dropped at the state level. Despite the lack of advanced pay for obtaining a Master's degree, teachers still desire to advance their practice. MEDX graduates report that the program helped them to engage more deeply with their content and their students, be more reflective of their teaching practice, and had a position impact on their dispositions to teaching.

(NOTE: As of 2015-16, the UNC School of Education also offers two master's program that does not lead to licensure: A Master of Arts in Education in International Education and in Educational Innovation, Technology, and Entrepreneurship. These programs and their candidates are not included in this report, but do contribute greatly to the School of Education and the educational health of North Carolina).

Special Features of Master's Program

A distinctive feature fundamental to our master's programming is the offering of off-campus, part-time, Master's programs specifically designed to accommodate practicing educators who choose to continue working while pursuing a graduate degree. These programs combine some online instruction with face-to-face instruction at locations convenient to the students' regular work places. Completion of the final portfolio-like documentation and assessment provides evidence to support the impact of the program. This special feature of the program demonstrates graduate-level understanding in terms of extending knowledge of content, teaching, and assessment, more extensive use of reflective planning, demonstration of leadership, and dispositions that support all students learning and the value of teacher research about their practice.

Our M.Ed. program, offered to experienced teachers—what we call the MEDX—is cohort-based with some portion of course instruction conducted online. The face-to-face instruction is offered after school and in the summers at times when practicing teachers can participate. Teachers participate in the program in cohorts of about 15 to 20 students each, ideally with teachers who work in the same school district studying together in the same cohort. Our faculty and area superintendents work together to identify areas of interest among teachers. The week-long, intensive Experiential Learning opportunity embedded in the MEDX program is unique to the program and a highlight for candidates.

The growth of this program through the mid-2000s was an indication of the high level of interest among teachers in pursuing graduate education. However, with the elimination of the 10% pay increase for Master's degrees for teachers, we have seen a decline in enrollments for this

program. Therefore, we are concentrating future cohorts of the MEDX in areas of high need in North Carolina, i.e., Math, Science, Special Education, Literacy, Early Childhood and ESL.

Ongoing cohorts are on a two year cycle. In 2015-16, 40 candidates completed the MEDX program. In Summer 2016, 51 new MEDX candidates will begin programs in four cohorts; Early Childhood (B-K), Elementary Mathematics (K-6), Literacy (K-12) and Special Education (K-12). Praise for the impact of the program on teachers' disposition and practice related to teaching continue to be strong, but continued enrollment declines cannot be ignored.

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 | 2 | Black, Not Hispanic Origin | 5 |
| | Hispanic | 1 | Hispanic | 4 |
| | White, Not Hispanic Origin | 16 | White, Not Hispanic Origin | 45 |
| | Other | 2 | Other | 11 |
| | Total | 21 | Total | 67 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | |
| | Hispanic | 0 | Hispanic | |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | |
| | Other | 0 | Other | |
| | Total | 1 | Total | |
| Part-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 | 1 | Black, Not Hispanic Origin | 21 |
| | Hispanic | 0 | Hispanic | 6 |
| | White, Not Hispanic Origin | 2 | White, Not Hispanic Origin | 44 |
| | Other | 1 | Other | 2 |
| | Total | 4 | Total | 74 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 5 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 6 |
| | Other | 0 | Other | 0 |
| | Total | 1 | Total | 12 |

B. Program Completers (reported by IHE).

| Program Area | Graduate | | Graduate Licensure Only | |
|--|-----------|-----------|-------------------------|----------|
| | PC | LC | PC | LC |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | 15 | 9 | | |
| Elementary (K-6) | | | | |
| Middle Grades (6-9) | | | | 3 |
| Secondary (9-12) | 1 | 12 | | |
| Special Subjects (K-12) | 9 | 5 | | |
| Exceptional Children (K-12) | 2 | | | |
| Vocational Education (7-12) | | | | |
| Special Services Personnel | 10 | 27 | | 2 |
| Total | 37 | 53 | 0 | 5 |

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

| Measure | Graduate |
|---|----------|
| MEAN GPA | 3.45 |
| MEAN MAT Electronic Rubric | N/A |
| MEAN MAT Written | N/A |
| MEAN GRE Electronic | 310.91 |
| MEAN GRE Written | N/A |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | 3.5 |
| NUMBER EMPLOYED IN NC SCHOOLS | 74 |
| * 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 | 1 | * |
| Media Coordinator | 1 | * |
| Social Studies (9-12) | 6 | 100 |
| Spanish | 3 | * |
| Institution Summary | 11 | 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 |
| Comment or Explanation: | | |

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 | 39 | 4 | 0 | 0 | 0 | 0 |
| Licensure Only | 0 | 0 | 0 | 0 | 0 | 0 |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Graduate degree | 5 | 39 | 0 | 4 | 0 | 0 |
| Licensure Only | 2 | 3 | 0 | 0 | 0 | 0 |
| Comment or Explanation: | | | | | | |