

2015-2016

IHE Masters Performance Report

Wake Forest University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

The primary mission of the graduate Teacher Education Program is to provide Master's Degree programs with coursework and supervised field experiences to assist teacher candidates or experienced teachers in becoming teacher leaders. The department works closely with colleagues both at the university and in the public schools. The Department of Education has defined its Conceptual Framework and described these guiding principles in clear candidate performances. These principles concretely capture for us, our public school colleagues, our university colleagues, and Wake Forest students our sense of purpose. The department's goal is to infuse these principles into its students and integrate them into every aspect of the program. The guiding principles are defined by language shared with the North Carolina Professional Teaching

Standards Commission and 21st Century Skills and thus have wide currency across the state. In addition, the knowledge base for the Emerging Teacher Leaders Conceptual Framework embraces the research supporting the INTASC and NBPTS standards. Because each of the principles is crucial to the high level performance of Wake Forest's students and the effectiveness of the Teacher Education program, the department integrates each area in the daily activities and performance indicators of the masters program. To do this we have created an assessment cycle that ensures continual improvement and extends from the application of graduates to our program through their completion.

Special Features of Master's Program

Wake Forest University offers two graduate programs in Education. Students may earn licensure in Secondary Education and K-12 French or Spanish through the Master Teacher Fellows program. The Master Teacher Fellows program is a thirteen-month program that attracts graduates who have not earned a license to teach. Candidates who complete the program earn a MAEd and a license. Generous financial aid is available to these students. During the course of the thirteen-month program, students complete graduate courses in their disciplines, rotate through internships with outstanding public school teachers, and complete Education courses which lead to licensure. Seminars with university advisors, clinical faculty, and visiting distinguished scholars punctuate the academic year to help Fellows think critically and creatively about the process of teaching and the role of education in society. The Master Teacher Associates Program is for students who are licensed and experienced teachers. It includes coursework and activities to foster extension of the candidate's development in content expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional development and leadership. The program provides concentrated study in the candidate's subject field or fields. The program extends the candidate's understanding of the basic humanistic and behavioral studies relating to teaching and learning. The program broadens and deepens the understanding of teaching and learning theory through advanced study accompanied by multiple diverse clinical experiences. The program assists candidates in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects.

In addition to special features in the education programs, our counseling program began offering an online master's program fall semester 2012 in order to meet the need for counselors across the nation. Enrolled students complete the same 60-hour curriculum based on the profession's accreditation standards outlined by the Council on Accreditation of Counseling and Related Educational Programs. Student learning outcomes are monitored for comparison across courses.

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	1	Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	12
	Other	1	Other	0
	Total	14	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	
Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	32
	Other	1	Other	1
	Total	6	Total	44
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	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)				
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)		6		
Special Subjects (K-12)	1	3		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel		11		
Total	1	20	0	0

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

Measure	Graduate
MEAN GPA	3.26
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	302.32
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	3.6
NUMBER EMPLOYED IN NC SCHOOLS	*
* 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
Biology (9-12)	2	*
Counselor	4	*
English	6	100
French	1	*
Math (9-12)	4	*
Social Studies (9-12)	3	*
Spanish	2	*
Institution Summary	22	91

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.
 Note: Master's students required to take Praxis II were compiled using last year's 'csv' file. Any student with a 'Status' code of 'PC' or 'LC' and a 'Degree' code of 'GFA', 'GLO', or 'GNA' was selected.

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: We did not have any Lateral Entry/Provisionally Licensed teachers.

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		10	2			
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree						11

Licensure Only						
Comment or Explanation:						