

IHE Master's Performance Report

Duke University

2005 - 2006

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 professional. 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 Graduate School. The director reports directly to the Dean of the Graduate School and to the Executive Committee of the Graduate Faculty. A Faculty Advisory Committee comprised of tenured faculty from each of the academic disciplines with which the program collaborates and a representative from Durham Public Schools, as well as 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. Each applicant who is recommended for admission is reviewed not only by the academic department, but also by the Dean of the Graduate School. In these ways the Program ensures that each student in the Program is extraordinarily well qualified in their academic area. Once admitted to the Program, MAT students divide their time equally between graduate level course-work in their academic field and education course-work, including a full-year internship. All education faculty within the MAT Program are practitioners, from the school psychologist who teaches educational psychology to the social science methods instructor, who

was recently named national social studies teacher of the year. Durham Public Schools teachers who mentor MAT students are carefully chosen for their skills as teachers and as coaches. They are named instructors in the Graduate School and they are required to complete mentor training, which is provided by Duke.

II. 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 | 0 | Black, Not Hispanic Origin | 6 |
| | Hispanic | 0 | Hispanic | 1 |
| | White, Not Hispanic Origin | 10 | White, Not Hispanic Origin | 28 |
| | Other | 0 | Other | 0 |
| | Total | 10 | Total | 37 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 0 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 0 |
| 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 | 0 | Black, Not Hispanic Origin | 0 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 1 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 1 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 0 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 0 |

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

| Program Area | Number of Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|----------------------------------|---|--|
| 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 |
| Vocational Education (K-12) | 0 | 0 |
| Special Service Personnel (K-12) | 0 | 0 |
| Other | 0 | 0 |
| Total | 0 | 0 |
| Comment or Explanation | | |
| | | |

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

| Masters | |
|--|------|
| MEAN GPA | 3.63 |
| MEAN MAT New Rubric | NA |
| MEAN MAT Traditional | NA |
| MEAN GRE New Rubric | NA |
| MEAN GRE Traditional | 1290 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | NA |
| NUMBER EMPLOYED IN NC SCHOOLS | NA |
| Comment or Explanation | |
| | |

D. Program Completers (reported by IHE).

| Program Area | Masters Degree | | Graduate Licensure Only | |
|------------------------------|----------------|----------|-------------------------|----------|
| | N | NC | N | NC |
| Prekindergarten (B-K) | 0 | 0 | 0 | 0 |
| Elementary (K-6) | 0 | 0 | 0 | 0 |
| Middle Grades (6-9) | 0 | 0 | 0 | 0 |
| Secondary (9-12) | 0 | 0 | 0 | 0 |
| Special Subject Areas (K-12) | 0 | 0 | 0 | 0 |
| Exceptional Children (K-12) | 0 | 0 | 0 | 0 |
| Vocational Education (7-12) | 0 | 0 | 0 | 0 |
| Special Service Personnel | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 |
| Comment or Explanation | | | | |
| | | | | |

E. Scores of student teachers on professional and content area examinations.

| Specialty Area/Professional Knowledge | 2004 - 2005 Student Teacher Licensure Pass Rate | |
|---------------------------------------|---|-----------------|
| | Number Taking Test | Percent Passing |
| Institution Summary | Less than 4 Test Takers or Tests Not Required | |

F. Time from admission into professional education program until program completion.

| Full Time | | | | | | |
|------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Masters Degree | | | | | | |
| G Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Masters Degree | | | | | | |
| G Licensure Only | | | | | | |
| Comment or Explanation | | | | | | |
| | | | | | | |

G. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

| Satisfaction with... | Program Completers | Employer |
|--|---------------------------|-----------------|
| quality of teacher education program. | 4.00 | 3.83 |
| connect subject matter and learner's needs. | 4.00 | 3.83 |
| implement research-based approaches. | 3.88 | 3.67 |
| assume leadership roles. | 4.00 | 3.67 |
| facilitate learning for diverse students. | 3.88 | 3.67 |
| engage in continuous professional development. | 4.00 | 3.33 |
| | | |
| Number of Surveys Received | ≈ 8 | ≈ 6 |
| Number of Surveys Mailed | 12 | 12 |

≈ Last year, less than five survey responses were received. They are included with this year's responses.