

IHE Master's Performance Report

Meredith College

2005 - 2006

Overview of Master's Program

The graduate program has been a part of the program at Meredith College since 1983. The program reflects the mission and purpose of the College and the SOE by fostering in students “integrity, independence, scholarship, and personal growth.” The Master of Education degree program provides curricula for the continuing professional development of the educator who has a baccalaureate degree and a teaching license. The program offers licensure in Reading, English as a Second Language (ESL), or Elementary Education. All applicants are required to take the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE); elementary education Master’s students must have a K-6 license. Students in the M.Ed. program are usually career status teachers with several years’ experience in a school or educationally oriented setting and believe that the Master’s degree will enhance their professional competencies and enable them to better meet the needs of their students. To meet the needs of our graduate students, the SOE has structured the program to encourage extensive reading, independent thinking, creativity, and appropriate research. And, as professional educators, it is expected that our students take an active interest in the overall development of K-12 students. To this end, all students in the program are expected to provide leadership in their educational community, practice connected pedagogy by practicing teaching strategies that are personal and focused on understanding student development and learning, practice culturally relevant and inclusive teaching, and engage in reflective practice. To facilitate growth in these areas, the SOE encourages and provides opportunities for students to establish collaborative partnerships in and outside of class; promotes reflective inquiry tied to action research; 3) provides leadership experiences focusing on group processes; and 4) facilitates learning content in context. 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 identify continuous professional development needs based on practice. Program components and assessments are aligned with the standards of NCDPI, NCATE, and National Board for Professional Teaching Standards (NBPTS).

Special Features of Master's Program

Several special characteristics are evident in the Master of Education (M.Ed.) program at Meredith College. In response to an outside consultant, the Master of Education degree has made advanced education more accessible for full time teachers. More courses are scheduled for fall, spring, and summer at times that full time teachers can continue professional career development through graduate study. In addition, more flexibility has been built into the program to address

the diverse professional interests and academic needs of the students. In making these changes, the SOE has seen a dramatic increase in students enrolling in the program. The M.Ed. has been designed as a practitioner's degree enabling students to develop the competencies of accomplished teaching according to the National Board of Professional Teaching standards. Teachers are encouraged to enroll in the National Board workshop concurrent with or after they have completed their degree program. Another special component of the graduate is the on-going development of a professional portfolio. Students are asked to record and reflect on their professional experiences in the classroom and the graduate program. The portfolio is intended to provide students with a personal and professional tool for reflecting on their teaching skills, knowledge and understanding of best practices, and allows for students to link theory and practice. In addition, the portfolio provides documentation of growth and integration throughout the program and serves as an assessment tool for the student and the faculty. Working with our partner, Wake County Public Schools, the SOE commissioned the development of a master's program that addressed teacher leadership. This program will target teachers who are interested in leadership roles within the confines of the school, such as IRT, team leader, department chair, mentor, but not interested in administration. This is an area that was identified by the SBE as a critical need. As of spring 2006, the SOE is encouraging NCDPI to develop standards for a teacher leadership program.

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	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
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	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	26
	Other	0	Other	0
	Total	0	Total	29
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	1	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	1	Total	5

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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total		
Comment or Explanation		

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

Masters	
MEAN GPA	3.89
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	1168
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)	1	1	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	3	3	3	3
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	4	4	3	3
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		1		3		
G Licensure Only	1	2				
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.	3.71	*
connect subject matter and learner's needs.	3.86	*
implement research-based approaches.	3.71	*
assume leadership roles.	3.57	*
facilitate learning for diverse students.	4.00	*
engage in continuous professional development.	3.86	*
Number of Surveys Received	≈ 7	4
Number of Surveys Mailed	9	9

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

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