

IHE Master's Performance Report

Salem College

2005 - 2006

Overview of Master's Program

At Salem College, graduate students may earn licensure (initial and/or advanced) in elementary education, general curriculum special education, Teaching English to Speakers of Other Languages, middle grades education and secondary education in biology, chemistry, English, mathematics, and social studies and/or birth through kindergarten in the Master of Arts in Teaching degree program. These programs attract primarily mid-career professionals who want to change careers and enter teaching. All classes are offered during the evenings, and all candidates for initial licensure participate in an extensive, carefully supervised one-semester practicum in an appropriate classroom setting. MAT candidates prepare an extensive portfolio that documents their skills, knowledge, and dispositions in teaching. Experienced, licensed teachers may enter the Master of Education program in language and literacy development and/or birth through kindergarten. These programs also require a one-semester supervised practicum, and Salem faculty mentor these practicing teachers in their own classrooms as they seek to improve their literacy development instruction. Teacher education programs at Salem College are based on a conceptual framework built around the theme of "Learning for All Children." All licensure candidates are expected to demonstrate two basic dispositions: that all children are learners, and that teachers have the responsibility for creating the conditions of learning for all children. Masters programs are planned around the standards issued by INTASC, NCATE, National Board for Professional Teaching Standards, and the NC Core Standards for the Teaching Profession. In addition to methods classes, all graduate students complete seminars in professional development that are designed to lead students toward national board certification; these seminars are taught by Salem graduates who have earned National Boards certification, and they focus on action research projects conducted within the graduate students' classrooms. Most focus on instructional strategies for diverse populations and closing the achievement gap. Graduate students participate in experiences that are designed to help them emerge as instructional leaders in their schools.

Special Features of Master's Program

At Salem College, graduate students may earn initial and/or advanced licensure in elementary education, general curriculum special education, TESOL, middle grades education and secondary education in biology, chemistry, English, mathematics, and social studies and/or birth through kindergarten in the Master of Arts in Teaching programs. These programs are open to lateral entry teachers as well. These programs typically attract mid-career professionals from other occupations who want to enter teaching, and candidates bring life experience and maturity to their teacher education experiences. All students participate in initial licensure courses at the

graduate level, extensive field experiences, and a full-semester supervised practicum. All licensure candidates are expected to demonstrate the two dispositions that guide teacher education at Salem College: the beliefs that 1) all children 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: best constructivist practice in teaching, classroom management, assessment, and use of technology; reflective practice; the development and use of educational research, especially classroom-based action research; and teacher leadership. The Master of Education program is open to licensed, experienced teachers who want to gain extensive background in literacy instruction and assessment and/or birth through kindergarten. These candidates for advanced licensure also participate in a one-semester supervised practicum, and faculty work with these teachers in their classrooms to improve their literacy instruction. All graduate programs are planned around standards issued by NCATE, INTASC, the NC Core Standards for the Teaching Profession, and the National Board for Professional Teaching Standards. All graduate students are encouraged to pursue national board certification during the professional seminars at the end of their programs; candidates plan and conduct action research projects around closing the achievement gap and meeting students' individual needs.

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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	3
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	2
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	5
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	39
	Other	0	Other	0
	Total	5	Total	46
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	48
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	149
	Other	0	Other	0
	Total	17	Total	201

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	3.36
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	1,238
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)	1	1	15	13
Elementary (K-6)	18	16	28	27
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	1	1	0	0
Special Subject Areas (K-12)	9	9	3	2
Exceptional Children (K-12)	6	6	5	5
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	35	33	51	47
Comment or Explanation				

E. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2004 - 2005 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	44	100
Spec Ed: General Curriculum	2	*
Spec Ed: LD	10	90
Institution Summary	56	98
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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		16	4			1
G Licensure Only	2	28	6			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree					5	
G Licensure Only			3	19	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.	3.88	3.56
connect subject matter and learner's needs.	3.84	3.44
implement research-based approaches.	3.76	3.36
assume leadership roles.	3.84	3.36
facilitate learning for diverse students.	3.84	3.44
engage in continuous professional development.	3.92	3.56
Number of Surveys Received	25	36
Number of Surveys Mailed	64	64