

# IHE Master's Performance Report

## Wake Forest University

2005 - 2006

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### **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 students in becoming excellent teachers. In this endeavor, the department works closely with colleagues both at the university and in the public schools. At the beginning of the 2000 – 2001 academic year the Department of Education redefined its Conceptual Framework. We realized that North Carolina's adaptation of INTASC's standards was totally congruent with our mission, that the North Carolina model had the definition, the external authority, and the capacity to match the requirements of all of the department's programs. Accordingly, we created a Star Teachers Conceptual Framework with dispositions: Content, Pedagogy, Diversity, Leadership, Reflection, and Caring. It was revised to include technology and place reflection as an act that followed performance. These dispositions concretely captured for us, our public school colleagues, our university colleagues, and Wake Forest students our sense of purpose. Student performance is at the center; it is the result of our students' internalization of the dispositions as expressed in their art and craft as professionals. The department's intention is to infuse these dispositions into its students and wholly integrate them into every aspect of the program. The dispositions are defined by language shared with the North Carolina Professional Teaching Standards Commission and thus have wide currency across the state. In addition, the knowledge base for the Star Teachers Conceptual Framework includes all of the research that supports the INTASC and NBPTS standards. Because each of the dispositions is crucial to the high level performance of Wake Forest's students and the effectiveness of the Teacher Education program, the department insures that each of the dispositions is embedded in the daily activities and performance indicators of the masters program. To do this we have created an assessment cycle that insures continual improvement and extends from the application of graduates to our program through their completion of it.

### **Special Features of Master's Program**

Wake Forest University offers three graduate programs in Education. Students may earn licensure in Secondary Education through the Master Teacher Fellows program, the Master Teacher Associates program, or the Visiting International 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 an MAEd and an A and G license. Candidates admitted to the program have a full scholarship and a \$6000/year stipend. During the course of the thirteen-month program, students complete graduate courses in their disciplines, rotate through internships with four outstanding public school teachers, and complete Education

courses which lead to licensure at the A (undergraduate) and G (graduate) levels. Seminars with university advisors, master teachers, 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 other requirements to foster extension of the candidate's development in instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional development and leadership. The program provides concentrated study in the teacher's subject field or fields. The program extends the teacher'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 our teachers in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects. Each year Wake Forest University offers Assistantships to graduates who have earned an A license and have a strong teaching record. Those who are admitted receive a full scholarship and a \$6,000 stipend and are obligated to help supervise our secondary student teachers. They also receive a full scholarship plus a \$6,000 stipend. The Visiting International Fellows program is a MAEd program designed for foreign national teachers who are teaching in the United States for a three year period of time and want to gain new pedagogical knowledge to advance their careers. The program offers cohorts of 8 to 15 teacher's a series of eleven courses over three summers' time. The program does not award licensure, but these courses address the national standards set for advanced study with emphasis on pedagogy, social diversity, action research, technology, and leadership. The participating VIF teachers pay a much reduced tuition to help underwrite this program. All courses are taught by Wake Forest faculty or regular adjunct faculty members.

## 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	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	40
	Other	0	Other	0
	<b>Total</b>	<b>19</b>	<b>Total</b>	<b>49</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
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.**

<b>Masters</b>	
MEAN GPA	3.44
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	1,231
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)	21	21	0	0
Special Subject Areas (K-12)	1	1	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	10	10	0	0
<b>Total</b>	<b>32</b>	<b>32</b>	<b>0</b>	<b>0</b>
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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters Degree	0	32	0	0	0	0
G Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters Degree	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of teacher education program.	3.60	3.60
connect subject matter and learner's needs.	3.60	3.50
implement research-based approaches.	3.80	3.50
assume leadership roles.	3.80	3.50
facilitate learning for diverse students.	3.60	3.50
engage in continuous professional development.	3.80	3.70
Number of Surveys Received	5	10
Number of Surveys Mailed	12	12