

# IHE Master's Performance Report

## Winston-Salem State University

2005 - 2006

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### Overview of Master's Program

Winston- Salem State University has offered the master's degree in Elementary Education since Fall 2001. The M.Ed in Elementary Education is designed to provide qualified practicing elementary school teachers with a deeper and thorough understanding of teaching and learning in K-5 settings. This graduate program extends the theory and practice initiated at the undergraduate level and lays the foundations for research and scholarship directed to classroom applications. Through disciplined inquiry and reflective thinking, the master's program in elementary education deepens the knowledge base, enhances teaching skills, and enriches dispositions of in-service teachers. The Master of Arts in Teaching (MAT) will be implemented Fall 2006. The MAT is designed as an alternate teacher certification program for individuals with qualifying undergraduate degrees. The MAT's main goals are to address the critical teacher shortage in the Piedmont Region and to provide advanced instruction in the fields of either Middle Grades or Special Education. The MAT program will consist of a graduate-level study course in education designed to provide certification in either Middle Grades or Special Education-General Curriculum.

### Special Features of Master's Program

Graduate students enrolled in the Master's in Elementary Education hold a baccalaureate degree, an "A" teaching license, and have experience working with elementary school children. Upon completion of the master's degree program, graduate students become eligible for the M.Ed. degree and an "M" North Carolina license. Forty-two candidates have completed the M.Ed since its implementation in Fall 2000. The M. Ed will be offered in the same format as a distance education program to teachers in Davie County beginning Fall 2006. The M. Ed. in Elementary Education has demonstrated the program participants' impact on student learning through the action research that the program participants have conducted and reported. There has been a particular emphasis on action research on literacy, mathematics, and pedagogical strategies, e.g., Brain Gym, which improved student academic performance. The graduates of the program have been asked by school principals to share what they have learned with their colleagues in their schools, they have presented their research at national meetings, and the North Carolina Department of Public Instruction has filmed the work of one graduate's work on literacy circles. In addition, two graduate students along with two faculty advisors presented a paper entitled "Utilizing Literature Circles in Education: Answers from Multiple Perspectives" at the American Reading Forum conference in Sanibel Island, FL in December 2005. Five of the 2006 graduates presented at the NC Reading Conference in March 2006. The Master's of Arts in Teaching will

include coursework related to educational principles and content related to certification areas. Independent research and student teaching/clinical experience will be included. After successfully passing the PRAXIS II, MAT candidates will be able to complete the requirements for the “A” level North Carolina Teaching Licensure. Upon satisfactory completion of the program, MAT graduates will receive a Master of Arts in Teaching degree and qualify for an “M” level North Carolina License in their chosen area of study. The curriculum will require a range of credit hours from 36 to 54, depending on the candidates’ previous academic background. These graduate level courses will consist of learning outcomes, course content and assessment criteria that are consistent with the guidelines prescribed by state and national accrediting agencies, including The Interstate New Teacher Assessment and Support Consortium (INTASC), National Council on Accreditation of Teacher Education (NCATE) and North Carolina State Department of Public Instruction (NCDPI). The program will also include the individual Special Program Areas (SPAs) of the candidates’ specialization, e.g. Council for Exceptional Children (CEC), and the National Middle Grades Association (NMGA).

## 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
	<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>
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	9
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>9</b>
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>14</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)		
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.**

<b>Masters</b>	
MEAN GPA	3.3
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	860
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)	9	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
<b>Total</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>
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	1	*
Institution Summary	1	*
* 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.**

<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						
G Licensure Only						
<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				9		
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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of teacher education program.	3.45	3.54
connect subject matter and learner's needs.	3.64	3.67
implement research-based approaches.	3.64	3.58
assume leadership roles.	3.55	3.58
facilitate learning for diverse students.	3.55	3.67
engage in continuous professional development.	3.55	3.58
Number of Surveys Received	11	13
Number of Surveys Mailed	18	18