

IHE Master's Performance Report

Winston-Salem State University

2006 - 2007

Overview of Master's Program

Winston-Salem State has offered the master's degree in Elementary Education since fall 2000. The Master's 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. Graduate candidates enrolled in the Master's in Elementary Education hold a baccalaureate degree, an "A" teaching license or the equivalent from another state, and have experience working with P-12 school children in their respective disciplines. The standards-driven program is implemented within the context of state policies. All master level programs in North Carolina in teacher education must meet the requirements of a "M" license, i.e., the instructional outcomes must extend the basic standards and meet all the state specified outcomes for the "M" license. The General Administration of the University of North Carolina and the North Carolina Department of Public Instruction must approve these programs. In addition, the program addresses instructional outcomes established by the National Board of Professional Teaching Standards (NBPTS). Upon completion of program requirements, Master's in Elementary Education become eligible for an "M" North Carolina license.

Special Features of Master's Program

The M.Ed. in Elementary Education is a part-time, cohort-based advanced licensure program that incorporates a standards-based approach that is inquiry oriented and emphasizes clinical application through action research. 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. Upon completion of the M.Ed. program the candidates will be able to: (1) integrate attitudes, beliefs, knowledge, and skills into effective educational practice; (2) understand their attitudes, beliefs, theories of action, and their relationship to practice; (3) use reflective thinking to guide their continual professional growth and development; (4) use disciplined inquiry through action research to improve instructional practice; (5) develop an understanding of their students and the communities from which they come to support effective instruction to diverse student populations; and (6) demonstrate advanced knowledge of the content and pedagogy of the elementary curriculum. The Master of Education program is implemented through a 36- hour program of study: 15 hours of core courses and 21 hours in the teaching field. Program completers have been overwhelmingly female (92.7%) with 7.3% male and racially diverse (29.3% Caucasian, 68.3% African American, and 2.4% Indian). While most have taught in Winston-Salem/Forsyth County Schools, graduates have also taught in Guilford County Schools, Lexington City Schools, Thomasville City Schools, and Stokes County Schools. Since its implementation in fall 2000,

over 46 candidates have completed the M.Ed. in Elementary Education. In addition, ten candidates or completers have achieved national certification from the National Board of Professional Teaching Standards. This advanced licensure program has been offered on the WSSU campus since fall 2000 and in spring 2007 enrolled its first cohort in a distance learning site in Davie County. Twelve candidates are enrolled in the Davie County cohort. 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. In addition, the program has developed a reputation for academic rigor; graduates and principals have expressed their satisfaction with the program through surveys and interviews respectively.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate First License	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
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 First License	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
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	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	0	Total	20
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)		
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	0	0
Comment or Explanation		

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

Masters	
MEAN GPA	3.29
MEAN MAT New Rubric	395
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC	PC	LC
LC Completed program and applied for license						
Prekindergarten (B-K)						
Elementary (K-6)						
Middle Grades (6-9)						
Secondary (9-12)						
Special Subject Areas (K-12)						
Exceptional Children (K-12)						
Vocational Education (7-12)						
Special Service Personnel						
Total	0	0	0	0	0	0
Comment or Explanation						

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

	2005 - 2006 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	2	*
Institution Summary	2	*
* To protect confidentiality of student records, pass rates based on fewer than five 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-Upgrade/Add-On						
Masters-First Awarded						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On				5		
Masters-First Awarded						
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.	*	3.14
connect subject matter and learner's needs.	*	2.71
implement research-based approaches.	*	2.86
assume leadership roles.	*	3.14
facilitate learning for diverse students.	*	3.14
engage in continuous professional development.	*	3.00
Number of Surveys Received	3	7
Number of Surveys Mailed	9	9
* - Less than five responses received. They will be added to next year's responses.		