

# IHE Master's Performance Report

## Wake Forest University

2007 - 2008

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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 teacher candidates or experienced teachers in becoming teacher leaders. In this endeavor, the department works closely with colleagues both at the university and in the public schools. During the fall of 2007, the Department of Education defined its Conceptual Framework and described these guiding principles in clear candidate performances. These dispositions concretely captured for us, our public school colleagues, our university colleagues, and Wake Forest students our sense of purpose. 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 Emerging Teacher Leaders Conceptual Framework embraces the research supporting 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 integrates each disposition 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

### **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 M license. Generous financial aid is available to these students. 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 M (graduate) level. 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 content expertise, knowledge of learners, research expertise, connecting subject matter and learners, and

professional development and leadership. The program provides concentrated study in the candidate's subject field or fields. The program extends the candidate'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 candidates 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 Fellowships to graduates who have earned an A license and have a strong teaching record. 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 teachers 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 First License	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	35
	Other	0	Other	0
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>40</b>
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	2	White, Not Hispanic Origin	11
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>11</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>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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>
Secondary (9-12)	0	0
Special Subject Areas (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	3.52
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1227
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation	

**D. Program Completers (reported by IHE).**

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license						
<b>LC</b> Completed program and applied for license						
Prekindergarten (B-K)	0	0	0	0	0	0
Elementary (K-6)	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0
Secondary (9-12)	0	14	0	5	0	0
Special Subject Areas (K-12)	0	3	0	1	0	0
Exceptional Children (K-12)	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0
Special Service Personnel	0	6	0	0	0	0
<b>Total</b>	<b>0</b>	<b>23</b>	<b>0</b>	<b>6</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	2006 - 2007 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	8	100
Institution Summary	8	100
* 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.**

<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-Upgrade/Add-On	0	6	0	0	0	0
Masters-First Awarded	0	17	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-Upgrade/Add-On	0	0	0	0	0	0
Masters-First Awarded	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.	3.36	*
connect subject matter and learner's needs.	3.55	*
implement research-based approaches.	3.55	*
assume leadership roles.	3.45	*
facilitate learning for diverse students.	3.64	*
engage in continuous professional development.	3.55	*
Number of Surveys Received	11	*
Number of Surveys Mailed	22	22
* Less than five responses received. They will be added to next year's responses.		