

# IHE Master's Performance Report

Duke University

2009 - 2010

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## Overview of Master's Program

The Master of Arts in Teaching Program at Duke University was developed in 1988 as a collaborative effort between Durham's two public school systems and the Graduate Faculty of Arts and Sciences at Duke. The aims of the Program were then, as they are now, to produce liberally educated, reflective teachers who have extensive knowledge of their teaching fields; who see themselves as scholarly educators; and who have a positive impact not only on their students, but also on the teaching professional. To meet these goals, the MAT Program has established the following objectives: to attract exceptionally well-qualified candidates with strong liberal arts backgrounds into the teaching profession; to give students further depth in their academic disciplines by requiring they complete graduate work in their teaching fields; to give students the professional knowledge and skills they need to teach their discipline to diverse students; to give a central role to highly skilled mentor teachers in the training of new teachers; and, to teach MAT candidates the skills of reflection and analysis so that they can diagnose and solve problems of teaching and learning and make ethical decisions about the education of their students. Approved by the North Carolina State Board of Education to recommend its graduates for M licensure, the MAT Program continues the collaboration between the local education agency and the Graduate School Faculty in the design, curriculum, and delivery of the Program and the evaluation of how well the Program meets its goals.

## Special Features of Master's Program

The Master of Arts in Teaching Program at Duke University is a Program of the Graduate School. The director reports directly to the Dean of the Graduate School and to the Executive Committee of the Graduate Faculty. A Faculty Advisory Committee comprised of tenured faculty from each of the academic disciplines with which the program collaborates and a representative from Durham Public Schools, as well as the University Licensure Officer, oversee the policies, practices, admissions procedures and relationship with the LEA. A committee of two or three members of the Advisory Committee interviews each application candidate who is deemed to be admissible. Each applicant who is recommended for admission is reviewed not only by the academic department, but also by the Dean of the Graduate School. In these ways the Program ensures that each student in the Program is extraordinarily well qualified in their academic area. Once admitted to the Program, MAT students divide their time equally between graduate level course-work in their academic field and education course-work, including a full-year internship. All education faculty within the MAT Program are practitioners, from the school psychologist who teaches educational psychology to the social science methods instructor, who was recently named national social studies teacher of the year. Durham Public Schools teachers

who mentor MAT students are carefully chosen for their skills as teachers and as coaches. They are named instructors in the Graduate School and they are required to complete mentor training, which is provided by Duke.

## 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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	10
	Other		Other	
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>13</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	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)		13
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>13</b>
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	3.34
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1288
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		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)		13		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	13	0	0
Comment or Explanation				

**E. Scores of student teachers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Institution Summary	No Test Takers in Areas Requiring Tests	

**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						
Masters-First Awarded		13				
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-Upgrade/Add-On						
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.**

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.