

IHE Master's Performance Report

Salem College

2009 - 2010

Overview of Master's Program

At Salem College, graduate students in Master of Arts of Teaching programs may earn licensure (initial and/or advanced) for elementary education, general curriculum special education, and middle grades/ secondary education in science, English, mathematics, and social studies. These programs attract primarily mid-career professionals looking to enter teaching as well as recent graduates who completed neither a bachelor's degree in education nor a licensure program. All classes are offered during the evenings, and all candidates for initial licensure participate in an extensive, carefully supervised one-semester practicum in an appropriate classroom setting. MAT candidates prepare an extensive electronic portfolio that documents their skills, knowledge, and dispositions in teaching. Licensed teachers may select to pursue several add-on initial licensure programs (BK, ESL, or reading); many elect to enter the Master of Education program in language and literacy. Teacher education programs at Salem College are based on a conceptual framework built around the theme of "Learning for All Students." All licensure candidates are expected to demonstrate two basic dispositions: that all students are learners, and that teachers are responsible for creating the conditions of learning for all students. Masters programs are planned around the standards issued by INTASC, NCATE, National Board for Professional Teaching Standards, and are correlated to the NC Professional Teaching Standards. Graduate candidates also conduct action research projects within their own classrooms. Most of these projects focus on instructional strategies for diverse populations and closing the achievement gap. Graduate students participate in intentionally-structured experiences designed to help them emerge as instructional leaders in their schools. In order to be recommended for advanced licensure, all graduate candidates must pass oral comprehensive exams, the capstone experience of graduate candidacy.

Special Features of Master's Program

At Salem College, graduate students in the Masters of Arts in Teaching may earn initial and/or advanced licensure in elementary education, general curriculum special education, or middle grades/ secondary education in English, mathematics, and social studies. A unique feature of Salem's MAT programs is that they are delivered in two "phases." Phase one leads to initial licensure, while phase 2 affords candidates the opportunity to complete advanced competency licensure. The MAT program is open both to general post-bac candidates as well as to lateral entry teachers. Many lateral entry teachers elect to clear their licenses by completing phase 1 of the MAT; this enables them to progress to the master's phase uninterrupted. Many of Salem's MAT candidates are mid-career professionals from other occupations who want to enter teaching. These candidates bring life experience and maturity to their teacher education

experiences. All students participate in phase 1 licensure courses at the graduate level, extensive field experiences, and a full-semester supervised practicum. All licensure candidates are expected to demonstrate the two dispositions that guide teacher education at Salem College: the beliefs that 1) all students are learners; and 2) teachers are responsible for creating the conditions of learning for all students. In addition, candidates are expected to demonstrate competencies in: best constructivist practice in teaching, classroom management, instructional design and differentiation, assessment, technology integration, reflective practice, the development and use of educational research (especially classroom-based action research), and teacher leadership. The Master of Education in Language & Literacy program is open to licensed teachers who want to gain extensive background in reading instruction and assessment. These candidates for advanced licensure also participate in a one-semester supervised practicum, and faculty work with these teachers in their classrooms to improve their literacy instruction. All graduate programs are planned around standards issued by NCATE, INTASC, the NC Professional Teaching Standards. Additionally, masters candidates plan and conduct action research projects around closing the achievement gap and/or meeting students' individual needs.

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	3
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	16
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	75
	Other	1	Other	1
	Total	11	Total	96
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	
	Total	0	Total	0
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	
	Total	0	Total	5
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	
	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	3.15
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	4
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	874
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)		7		
Elementary (K-6)		10		
Middle Grades (6-9)		3		
Secondary (9-12)		6		
Special Subject Areas (K-12)		9		
Exceptional Children (K-12)		4		
Vocational Education (7-12)				
Special Service Personnel				
Total	0	39	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	21	100
Spec Ed: Adapted Curriculum	1	*
Spec Ed: General Curriculum	3	*
Institution Summary	25	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.

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						
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.