

2018-2019

# EPP Masters Performance Report

## High Point University

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## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

#### **Overview of Master's Program**

The Stout School of Education is currently authorized to deliver two MAT programs (Master of Arts in Teaching) in Elementary Education (K-6) and Secondary Mathematics (9-12). Both programs of study are 45 hours with a 36-semester hour Phase I that leads to the initial teaching license following a successful clinical internship. In Phase I both MAT programs require candidates to complete an integrated practicum and clinical internship experience that provides a year-long placement to meet the required 16-week continuous student teaching requirement. Candidates completing the first 36 hours may elect to move to Phase II of the program which includes an additional nine hours of graduate coursework and a capstone experience. During Phase II candidates are required to complete the advanced level evidences that lead to the MAT

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degree. The 9-hour additional coursework Phase II requirement allows candidates some flexibility in adding a specialized advanced coursework concentration in STEM, Leadership or Research. In 2018 the EPP was awarded a TQP Teacher Residency Partnership grant which is designed to deliver the MAT in Elementary Education at High Point University or Secondary Mathematics at A&T in order to increase the pipeline of quality teachers in low performing Guilford County Schools. Phase II of the PREPARE (Piedmont-Triad Residency Educator Program And Recruitment Efforts) also offers MAT residents a specialized concentration of STEM courses as they complete their residency requirements.

The Stout School of Education is also authorized to deliver four additional M.Ed. programs in Elementary Education (K-6), Special Education, Secondary Mathematics and Educational Leadership. The 36 hour Elementary Education M.Ed. programs allows candidates to choose from two concentration options--the literacy concentration and STEM (Science-Technology-Engineering-Math). The selection of the literacy concentration includes 18 hours of specialized coursework and a literacy practicum that can be completed in the candidate's classroom or during a summer reading clinic. Candidates completing the literacy concentration may also elect to take the Praxis II Reading Specialist Exam. The STEM concentration includes 18 hours of specialized coursework in science, technology, mathematics, engineering, and robotics. Similar to the literacy concentration, the STEM concentration allows candidates to complete a practicum experience during the last two weeks of June by planning and implementing a summer enrichment science camp hosted by the School of Education for students in grades 3-8. The M.Ed. in Special Education is a 36-hour degree program with a concentration in Intellectual Disabilities. The special education program includes coursework in transition planning, building self-determination, and collaboration with parents, families, and community agencies. A B.A. to M.Ed. option is also now available for candidates who choose to complete the Adapted Curriculum licensure program. The M.Ed. program in Secondary Mathematics is a 36 semester hour program that includes 15 hours of advanced content coursework in mathematics, 15 hours in education and a six hour capstone experience that includes a specialized seminar course offered through the Department of Mathematics on teaching mathematics in high school, community college settings and post-secondary settings. The newest M.Ed. program in

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Educational Leadership provides those candidates interested in leadership opportunities in education, policy study, advocacy, teacher leadership, or the pursuit of supervisory roles in non-profit organizations working with children and families a track of study in the School of Education's M.Ed. in Educational Leadership. The non-traditional track in Educational Leadership does not lead to the School Administration license without additional internship coursework. All M.Ed. graduate programs include a core course in developing leaders for 21<sup>st</sup> century settings (EDU 5060), advanced instructional technology (EDU 5010), using data to make instructional decisions (EDU 5166), and diversity in education from a societal perspective (EDU 5040). Each of the three M.Ed. programs in Elementary Education, Special Education or Educational Leadership offers current undergraduate students with a B.A. to M.A. option. The B.A. to M.A. program allows advanced undergraduate students to enroll in up to twelve credit hours (four courses) of graduate level coursework during their final year of study. Upon receipt of their B.A. degree these students apply to the graduate school and continue taking courses in the summer and into their fifth year of study.

### **Special Features of Master's Program**

The School of Education now offers B.A. to M.Ed. advanced undergraduate students in Elementary Education, Special Education or Educational Leadership with the opportunity to earn course credit for EDU 5060 (Developing Leaders for 21<sup>st</sup> Century Systems) by participating in a May term internship experience at the Washington Center (TWC) in Washington D.C. During this three-week internship experience students participate in sessions hosted by the US Department of Education, National Geographic, ASCD, the National Science Foundation and the National Education Association Center for Educational Policy. Graduate students at TWC blog daily on their experiences and reflect on their roles as leaders and advocates for the education profession. All M.Ed. programs offered by the EPP include several opportunities for practicums that are designed to allow candidates opportunities to practice strategies for working with K-6 students in literacy and/or STEM. The STEM program of study continues to offer STEM Enrichment Camp for students in grades 3-8 which now includes a day of advanced opportunities for campers in grades 6-8 through High Point University's Schools of Pharmacy and Health Sciences. Additionally, the School of Education continues its partnership with LEGO Education:

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North America and provides graduate candidates with many opportunities to work with school-aged students using LEGO educational manipulatives to facilitate skill building in mathematics, science, critical thinking, creativity and collaborative team building, planning and execution. The STEM program also includes a strand of the “*Engineering is Elementary*” program.

The M.Ed. in Intellectual Disabilities focuses on transition planning and advocacy for working with parents and community agencies who serve this population. The School of Education offers undergraduate candidates the option to continue their study by enrolling in the B.A. to M.Ed. program for Intellectual Disabilities. The B.A. to M.Ed. program in Educational Leadership is available for candidates who have majored in education as well as those who pursued areas of study at the undergraduate level that support careers impacting education, children, families and the community. Graduate candidates enrolled in this program have the opportunity to complete a 300-hour internship that is customized to their area(s) of interest. Employers of graduates from this program include the Guilford Education Alliance, Say Yes to Education Guilford, and Ready for School, Ready for Life.

## I. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Graduate Educator Prep Program

Number of Students Who Applied to the Graduate Educator Prep Program	
Gender	Number
Male	1
Female	13
Race/Ethnicity	Number
Hispanic / Latino	0
Asian	1
African-American	0
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	13
Multi-Racial	0
Student does not wish to provide	0

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

Full-Time				
	Male		Female	
Graduate	Asian		Asian	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	13
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	17
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Part-Time				
	Male		Female	
Graduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

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

Program Area	Graduate		Graduate Licensure Only	
	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)				
Elementary (K-6)	9	2		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)	2			
Vocational Education (7-12)				
Special Services Personnel				
<b>Total</b>	11	2	0	0

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

Measure	Graduate
MEAN GPA	3.34
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	1.29
NUMBER EMPLOYED IN NC SCHOOLS	13
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

**E. Scores of program completers that lead to initial license on professional and content area examinations.**

Specialty Area/Professional Knowledge	2017-2018 Program Completers Licensure Pass Rate		
	Number Taking Test	Percent Passing	State Pass Rate
Elementary (grades K-6)	2	*	80
Institution Summary	2	*	93

\* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.

**F. Time from admission into the graduate teacher education program until program completion**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	12	0	0	0	1	0
Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	0	0	0	0	0	0
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						