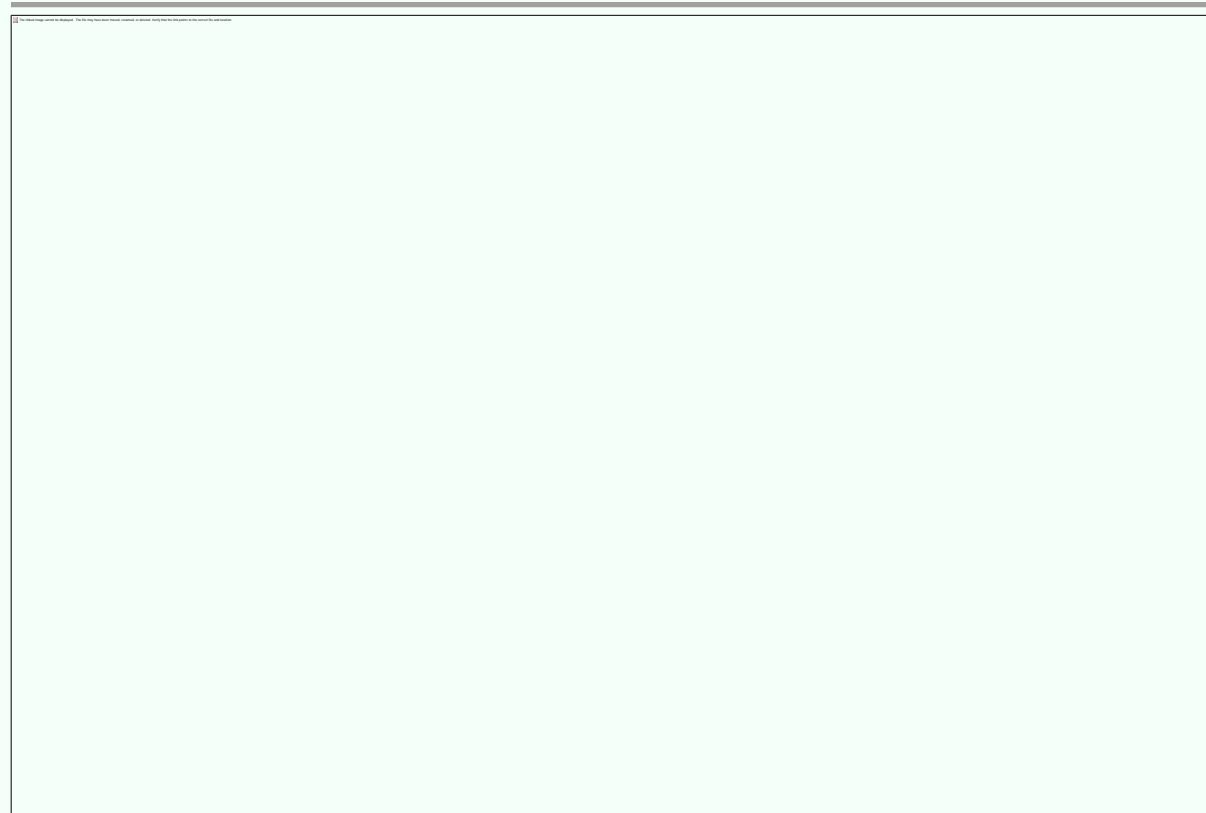


# 2019-2020

## EPP Master's Performance Report

### High Point University

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#### 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 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. This alternative degree program is based on a competency model that has redesigned the teacher residency curriculum to align content in STEM Integration, Technology and Equity Practices in K-6 classrooms to the needs of the district partner and residency classroom. Specifically, elementary teacher residents experience a competency-based model by substituting experiential learning opportunities provided by the district and IHE partners in STEM integration, technology and culturally relevant pedagogy practices for three of the required 15 courses in the MAT program (EDU 5137, EDU 5010, and EDU 5040). The competency-based model allows for a structure that creates flexibility for teacher residents to apply and integrate academic content into their classrooms. Competency-based strategies include project-based and community-based learning. In the final phase of coursework, MAT PREPARE teacher residents take a capstone course (EDU 5300: Product of Learning) that allows them to create and submit their edTPA portfolio.

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 EPP for students in grades 3-8. This year, due to COVID-19 the camp was revised to STEM Camp-in-a Box and will be conducted virtually to 159 children. 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. The B.A. to M.Ed. option is 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 M.Ed. program in 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. All M.Ed. graduate programs include a core course in developing leaders for 21st century settings (EDU 5060), advanced instructional technology (EDU 5010), diversity in education from a societal perspective (EDU 5040) and a newly developed core course called Design Thinking and Creative Thought (EDU 5055). Each of the three M.Ed. programs in Elementary Education, Special Education or Educational Leadership offers candidates the opportunity to complete an internship experience at The Washington Center

(TWC) as part of the EDU 5060 course: Developing Leaders in 21st Century Systems. The internship allows for a three week experience at TWC during the May term immediately following graduation and prior to the start of graduate coursework in the summer. Current undergraduate students may elect to complete the B.A. to M.A. program in Elementary Education, Special Education or Intellectual Disabilities by enrolling 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 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 21st 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. Unfortunately due to COVID-19 this experience was cancelled for the 2020 May session.

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 (virtual for June 2020) which usually 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: 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. In 2019-2020 the Stout School of Education was given a gift by an alumni to designate a promising BA to M.Ed. candidate whose passion is to teach children with autism as a "Surratt Scholar". The scholarship will allow the scholar to complete the master's degree as well as provide opportunities for research and to travel to conferences such as CEC. 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.

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	4
Female	46
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>50</b>
Race/Ethnicity	Number
Asian	1
African-American	18
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaiian/Pacific Islander	0
White	31
Two or More Races	0
Race/Ethnicity Not Provided	0
<b>Total</b>	<b>50</b>

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

Full-Time						
	Male		Female		Gender Neutral	
<b>Graduate</b>	African-American	2	African-American	16	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	29	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	

	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>46</b>	<b>Total</b>	<b>0</b>
<b>Licensure Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Graduate</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	

	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>				
<b>LC Completed program and applied for license</b>				
Prekindergarten				
Elementary	12	9		
Middle Grades				
Secondary				
Special Subjects				
Exceptional Children	4	1		
Vocational Ed				
Special Services				
<b>Total</b>	<b>16</b>	<b>10</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

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

Measure	Graduate
MEAN GPA	3.47
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	1.12
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	37
* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.	
<b>Comment or Explanation:</b>	

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

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
Elementary (grades K-6)	1	*	89
<b>Institution Summary</b>	<b>1</b>	<b>*</b>	<b>95</b>
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

**H. Time from admission into professional teacher education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	23	2	1	0	0	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
<b>Comment or Explanation:</b>						