

IHE Master's of School Administration Performance Report

East Carolina University

2005 - 2006

Overview of Master's of School Administration Program

The MSA program is administratively housed in the Department of Educational Leadership in the College of Education. The department is comprised of 21 faculty members. The MSA focuses on the performance indicators in the Interstate School Leaders Licensure Consortium (ISLLC) standards. These standards embody the leadership styles and skills principals and assistant principals need to be instructional and change leaders in their schools. Through problem based learning experiences and an intensive internship, candidates are given opportunities to develop and use the required skills for successful school leadership. There are 208 candidates in the MSA program at East Carolina University. Eighty-two of them were admitted during the 2005-2006 academic year and 85 MSA candidates graduated in 2005-2006.

Special Features of the Master's of School Administration Program

The Educational Leadership Department has responded to the challenge to improve the preparation of school leaders and to help them meet state and local expectations by transforming the way in which students are educated. A special feature of the MSA program is the on-the-job learning that puts teaching and learning at the core of the internship experience. Candidates begin the internship by analyzing their individual growth needs through an assessment process created by faculty in cooperation with the National Association of Secondary School Principals. This process allows them to identify strengths and possible derailers or areas of concern. Once individual needs are assessed, candidates are directed to identify relevant components of the school improvement plans at their internship sites and to align their development needs with the schools' priorities. The supervising principal, in collaboration with the university supervisor, helps ensure that the intern has the opportunities to address all the ISLLC standards. The MSA program is accredited by the program's learned society, the Educational Leadership Constituent Council.

Service to Public Schools

The LEED Department has agreements with three sets of school districts to deliver full MSA programs on site. The Wilson-Edgecombe-Nash-Rocky Mount cohort and Dare-Currituck cohort (35 students) completed their programs in the spring and summer of 2006. The Beaufort County cohort (29 students including students from Washington, Hyde, and Craven Counties) completed

their first full year of the MSA program and will begin their MSA internship in the fall of 2006. A new Onslow-Carteret cohort began their coursework in the fall of 2005. Two additional MSA cohorts will begin in the fall of 2006 (Northeastern NC cohort and Wayne County cohort—present enrollment at 30 students and growing.) LEED faculty continue to support school leaders in the region through ECU's Rural Education Institute. LEED faculty have reviewed REI needs assessment data related to leadership development and support and are developing strategies to support Leadership Academy initiatives in the region. Two members of the LEED Department coordinated these activities during the 2005-2006 year as part of their faculty load. LEED faculty also met with the superintendent and staff development coordinator for Edenton-Chowan Schools and facilitated a spring administrative retreat. In addition, faculty members worked with strategic school reform initiatives in two school districts, and seven others supported district leadership development throughout the region.

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Pitt County	Induction of new principals	Monthly meetings. School visits that include mentoring and coaching. E-mail and telephone communications regarding specific problems and issues.	Participants indicated the program was very valuable when surveyed. They have expressed the desire to continue the meetings and contact next year regardless of support from the district.
Edenton/Chowan	Support for principals as supporters of teachers (ILT's in particular)	Meetings with superintendent and staff development coordinator regarding research and to plan meeting with principals. Provided presentation and facilitated spring administrative retreat.	Evaluations of the retreat were positive.
Wilson, Nash, and Edgecombe Counties	Delivery of an off-campus MSA program to identified future school leaders.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.	27 members of the cohort completed 24 s.h. during SSII 05, Fall 05, Spring 06, and SS I 06.
Beaufort County	Delivery of an off-campus MSA program to identified future school leaders.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.	26 members of the cohort completed 18 s.h. during SSII 05, Fall 05, Spring 06, and SS I 06.
Onslow and Carteret Counties	Delivery of an off-campus MSA program to identified future school leaders.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.	31 members of the cohort completed 11 s.h. during Fall 05, Spring 06, and SS I 06.

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Bertie, Beaufort, Currituck, Dare, Edenton/Chowan, Gates, and Tyrrell Counties	Delivery of an off-campus MSA program to identified future school leaders.	Planning with superintendents and other district leaders, student recruitment and advising.	16 members of the cohort have been identified and completed the application process. Their program will begin with a skills assessment later this summer.
Johnston, Lenoir, and Wayne Counties	Delivery of an off-campus MSA program to identified future school leaders.	Planning with superintendents and other district leaders, student recruitment and advising.	23 members of the cohort have been identified and completed the application process. Their program will begin with a skills assessment later this summer.

Support for Beginning Administrators

LEED faculty partnered with Pitt County School system to provide additional support and training for assistant principals and new principals. This program has included monthly meetings and special activities that focused on the developmental needs of assistant principals and new principals. Reflection and discussion sessions, tied to the participants' individual development needs, were linked with their school's improvement plans and addressed through the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The program also included special summer sessions such as health screening for school administrations and a special instructional program designed to increase participant's instructional leadership skills. Faculty members also provided training for assistant principals statewide through the Leadership Program for Assistant Principals offered by the Principal's Executive Program.

Support for Career Administrators

LEED faculty worked individually, without pay, with career school administrators. Two faculty provide support for the regional Superintendents' groups, one facilitated sessions on strengthening the performance appraisal process at the summer administrator retreat for a local school district, two supported the continuing development of career administrators through the activities of strategic reform initiatives, and seven supported other district leadership development efforts for career administrators.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	1
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	3	American Indian/Alaskan Native	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	19	Black, Not Hispanic Origin	24
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	56	White, Not Hispanic Origin	129
	Other	5	Other	2
	Total	83	Total	159

B. Quality of students admitted to programs during report year.

Masters	
MEAN GPA	3.06
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

C. Program Completers (reported by IHE).

N= #Completing NC=# Licensed in NC	N	NC
School Support Personnel	54	39
Total	54	39

D. Scores of school administrators on the SLLA.

2004 - 2005 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	100	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

E. Time from admission into School Administration program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree		15	2	5	3	6
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree		1		1	5	16
Comment or Explanation						

F. 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.

Satisfaction with...	Program Completers	Employer
quality of school administration program.	3.78	3.72
preparation to use technology.	3.45	3.64
preparation in instructional leadership.	3.62	3.66
preparation to assist teachers in meeting the needs of diverse learners.	3.39	3.57
Number of Surveys Received	67	61
Number of Surveys Mailed	99	99