

IHE Master's of School Administration Performance Report

East Carolina University

2006 - 2007

Overview of Master's of School Administration Program

The MSA program is administratively housed in the Department of Educational Leadership (LEED) in the College of Education. The department is comprised of 21 faculty members. The MSA focuses on the performance indicators in the NC Standards for School Executives and 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 201 candidates in the MSA program at East Carolina University. Eighty-nine of them were admitted during the 2006-2007 academic year and 78 MSA candidates graduated in 2006-2007.

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.

Direct and Ongoing Involvement with and Service to Public Schools

The LEED Department has agreements with five sets of school districts to deliver full MSA programs on site. The Beaufort cohort (26 students including students from Beaufort, Lenoir, Pamlico, Martin, Washington, Hyde, and Craven Counties) completed their programs in the spring of 2007. The Onslow-Carteret cohort completed their second full year of the MSA program and will begin their MSA internship in the fall of 2007. The Northeast cohort (20 students including students from Bertie, Beaufort, Currituck, Dare, Chowan, Gates, and Tyrrell Counties) and the Wayne cohort (30 students including Wayne, Lenoir, Johnston Counties) completed their first full year of the MSA program and will begin their MSA internship in the fall of 2008. Two additional MSA cohorts will begin in the summer and fall of 2007 (Northeastern NC cohort and Craven County cohort—present enrollment at 55 students and growing.) LEED faculty continue to support school leaders in the region through ECU’s Rural Education Institute, through the Northeast RESA, and by working directly with representatives of school districts. MSA faculty met with superintendents or their designees in the 18 districts where they were supervising MSA interns. The purpose of those meetings was to explore strategies for providing induction support for new school leaders. As a result of those meetings, MSA faculty conducted 4 regional seminars in the spring of 2007. The seminars allowed participants to discuss the issues and challenges they face in their respective roles. Subsequent regional “New School Leader Seminars” will be held on a monthly basis, beginning in the fall of 2007. LEED faculty are also developing online renewal professional development modules for school leaders to address the areas required by legislation: teacher effectiveness, evaluation, support programs, leadership, empowerment, and retention. LEED faculty members have provided support for school and district initiatives throughout and beyond the ECU service area.

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
1. 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.
2. Pitt County	Support for Assistant Principals	Monthly meetings. LEED faculty work with the district coordinator to provide sessions as needed.	Needs were identified by the APs, and sessions were designed and presented collaboratively by district and ECU personnel, increasing learning opportunities for all.
3. Beaufort, Bertie, Carteret, Craven, Currituck, Dare, Edenton/Chowan, Gates, Hyde, Johnston, Lenoir, Martin, Onslow, Pamlico, Tyrrell and Wayne 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.	A) Beaufort, Craven, Hyde, Lenoir, Martin, and Pamlico Counties : 26 members of the cohort completed 16 s.h. during SS II 06, Fall 06, Spring 07, and SS I 07. B) Carteret and Onslow Counties: 31 members of the cohort completed 14 s.h. during SS II 06, Fall 06, Spring 07, and SS I 07. C) Beaufort, Bertie, Currituck, Dare, Edenton/Chowan, Gates, and Tyrrell Counties: 20 members of the cohort completed 14 s.h. during Fall 06, Spring 07, and SS I 07. D) Johnston, Lenoir, and Wayne Counties: 30 members of the cohort completed 14 s.h. during Fall 06, Spring 07, and SS I 07.
4. Carteret, Craven, Dare, Jones, Lenoir, Martin, Onslow	Delivery of an off-campus MSA	Planning with superintendents and other district leaders,	A) Carteret, Craven, Jones, Lenoir, Onslow and Pamlico Counties: 52 members of the cohort

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
and Pamlico Counties	program to identified future school leaders.	student recruitment and advising.	have been identified and completed the application process. Their program will begin with a skills assessment later this summer. B) Dare and Martin Counties: 3 members of the cohort have been identified and the application process is ongoing. Their program will begin with a skills assessment later this fall.
5. Beaufort, Currituck, Dare Gates, Martin and Northampton Counties and Weldon City.	Development and piloting of a cohort for add-on administrative licensure.	Planning, program development, and identification of cohort members with the superintendents in the Northeast RESA.	14 members of the cohort completed 5 s.h. during SS I 07.

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. As mentioned above, faculty members also worked with area superintendents to provide training and support for new principals, assistant principals, and other school leaders.

Support for Career Administrators

LEED faculty worked individually, without pay, with career school administrators. Two faculty provide support for the regional Superintendents' groups, one presented sessions in facilitative leadership, one facilitated strategic planning sessions for alternative educators in NC, and nine 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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	4
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	24	Black, Not Hispanic Origin	30
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	56	White, Not Hispanic Origin	158
	Other	6	Other	1
	Total	88	Total	195

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

Masters	
MEAN GPA	3.07
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A

C. Program Completers (reported by IHE).

Program Area	Masters Degree		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	PC	LC	PC	LC
School Administration	15		87	1
Comment or Explanation				

D. 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-First Awarded		13	1	1	10	14
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded				1	3	59
G Licensure Only						
Comment or Explanation						

E. Scores of school administrators on the SLLA.

2005 - 2006 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	45	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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.	3.85	3.81
preparation to use technology.	3.27	3.74
preparation in instructional leadership.	3.65	3.58
preparation to assist teachers in meeting the needs of diverse learners.	3.50	3.58
Number of Surveys Received	26	31
Number of Surveys Mailed	49	49