

# **IHE Master's of School Administration Performance Report**

**Elizabeth City State University**

**2006 - 2007**

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

The MSA Program at ECSU is a 42 semester hour program that combines graduate classroom preparation with field-based practicum experiences to provide candidates with the knowledge, skills, and dispositions to help them become highly qualified building level administrators and school leaders who are informed, competent, effective decision-makers. The program provides the two options of full-time and extended study for candidates to complete the program. Through problem based learning experiences and an intensive internship, candidates are given opportunities to develop and use the required standards-based skills for successful school leadership. Working collaboratively with school districts, the university, and candidates, faculty in the MSA program create and facilitate opportunities for candidate learning that respond to his/her strengths, challenges, and experiences in preparing to become a prospective school principal.

## **Special Features of the Master's of School Administration Program**

The School of Education & Psychology has responded to the needs of the service area by developing a program to prepare school leaders. This new program is designed to meet the challenge of improving the preparation of school leaders. It has a focus of helping school leaders meet local, state, and national expectations by transforming the way in which students are educated for this global economy. 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 engaging in a standards-based self-assessment that is used in the formulation of the internship development plan.

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Washington County	Delivery of an off-campus MSA program to identify future school leaders.	Planning with superintendent and central office leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.	12 members of the cohort completed 6 s.h. during Spring 07.

## **Support for Beginning Administrators**

This is a start-up program but some support initiatives are currently underway. SOEP faculty members collaborate with school and district administrators to identify specific needs and design and present workshops for school personnel. For example, school leaders expressed the need for more science and mathematics knowledge and skills for teachers and themselves. Some of the aspiring school administrators and some of the current ones enrolled in the hands-on science courses that were offered and coached at their school sites.

In order to prepare program candidates for the school administrator licensure exam, a collaboration of current principals and university faculty offered a Praxis II workshop to candidates as a part of their ongoing professional development. MSA students are invited to professional development opportunities on campus, and participate occasionally in field-based research projects conducted by faculty. One MSA student serves on the university graduate council. MSA faculty members routinely visit internship sites, invite field mentors to serve as seminar guest speakers, solicit and share information with students about prospective positions available in the region, and write formal letters of recommendation on behalf of graduates.

## **Support for Career Administrators**

In collaboration with the Chancellor's Office, the SOEP hosted a meeting of superintendents to collaborate on ways to address needs, including the shortage of school-based administrators in school districts. A leadership conference proved to be effective in fostering a positive working relationship with career administrators while providing an ongoing opportunity for networking among the administrators throughout the region. An opportunity presents itself with the offering of an add-on licensure program in school administration. This will provide an opportunity for continuing professional growth for administrative personnel in the region. The Dean of the SOEP attends leadership meetings to discuss with area superintendents professional development needs of career administrators in their districts.

## 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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Part 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	1	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	2
	Other	0	Other	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>15</b>

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

<b>Masters</b>	
MEAN GPA	3.76
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A

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

<b>Program Area</b>	<b>Masters Degree</b>		<b>Graduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<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				
School Administration	0	0	0	0
Comment or Explanation				

**D. Time from admission into School Administration program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded						
G Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded						
G Licensure Only						
Comment or Explanation						

**E. Scores of school administrators on the SLA.**

	<b>2005 - 2006 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	N/A	N/A
Program has not yet produced any completers.		

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of school administration program.	N/A	N/A
preparation to use technology.	N/A	N/A
preparation in instructional leadership.	N/A	N/A
preparation to assist teachers in meeting the needs of diverse learners.	N/A	N/A
Number of Surveys Received	N/A	N/A
Number of Surveys Mailed	N/A	N/A