

# **IHE Masters of School Administration Performance Report**

**NC A&T State University**

**2006 - 2007**

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

The mission of the Master of School Administration Program is to prepare scholars and practitioners who can address the current trends and emerging issues in education through effective, dynamic and wise leadership. Dedicated to the University's goal of excellence in teaching, research, and service, the candidates in the program acquire the knowledge, skills and dispositions required for effective administration and management of educational institutions. Graduates of this program may work in administrative positions at the school building level, and/or assume positions with local, state and national organizations that focus on educational issues in professional development, curriculum, research, or policy making. Students may enroll in a full-time or extended program of study. The program is based on a cohort model that fosters a learning environment of significant peer collaboration as students' progress together through the program. Admission requirements: Students must have a cumulative GPA of 2.8 on a 4.0 scale in the previous undergraduate program, have a minimum of 4 years teaching experience, or other relevant experience, provide 3 letters of recommendation, participate in an interview, provide a writing sample, and present a portfolio of educational artifacts. Full-time students complete the program in two years; extended students complete the program in three years. Candidates must successfully complete 42 hours of study including 30 hours in the major and 12 hours in a field based internship and internship seminar. Candidates must pass the University Comprehensive Exam and the State Licensure Exam prior to graduation.

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

The MSA program is designed to meet the needs of the LEAs to have effective administrators in all schools. Therefore, A&T has recruited cohorts of students from all schools in the 336 area code. LEAs have been encouraged to support preparation of principals by paying tuition and fees. Winston-Salem/Forsyth Schools are financially supporting a cohort of 20 students in the MSA program. This group of students attends the program part-time and will complete the program before 2008. Winston-Salem/Forsyth Superintendent Donald Martin and some of the Central Office Administrators have collaborated with the University by leading class discussions and seminars. A specific feature of the cohort arrangement is to provide courses, experiences, and internships in collaboration with the LEA. Another feature of this program is to provide settings where teams of principals, teachers and counselors work together in a school setting to support each other. In courses the team concept described above is applied in research studies,

courses on multicultural/diversity issues and technology. The goal for utilizing the team approach is to establish a system of collaboration among teachers, counselors, school principals and the learning community which more effectively serves all students and brings about systemic changes in the culture of the schools. Another significant component of the program addresses diversity from the community and school perspectives. Community liaisons provide focus groups and special class presentations on appreciating diversity. The MSA faculty, community liaisons and support staff represent diversity in age, race, gender and years of professional experience. The faculty has served in a variety of roles that support the development of an intellectually challenging environment for students which includes superintendents, department of instruction staff, researchers, congressional liaisons, recently retired principals and policy researchers. These individuals bring unique experience to the MSA program. The coordinator has collaborated with SDPI and other MSA programs to ensure that guidelines, competencies, licensure examinations and standards are being met

### **Direct and Ongoing Involvement with and Service to Public Schools**

The MSA faculty provided both direct and indirect services to public schools in five local educational agencies (LEA's). Collaborative Action Research studies for school improvement were completed for 12 schools and central offices. Each study entailed the supervision of a MSA Faculty member, and a principal or central office mentor. Each school based action research team also required collaboration with other school based employees and school parents. Other collaborative efforts provided for the development of leadership teams to enhance interactions with professional development schools in Guilford County. Each professional development team included MSA administrative interns, instructional technology interns, student teachers, and field experience students. Focus groups have been held with 25 teachers and coordinators, 24 student teachers, and 18 principals to identify instructional and administrative leadership needs. The North Carolina Pre-College Science and Mathematics Committee was chaired by an MSA faculty member, and chaired the Executive Board for Communities in Schools, National Youth Achievement Organization. MSA faculty members also conducted workshops for middle and elementary schools, met with principals who will be mentoring part-time students to develop strategies to meet national and state competency standards. All members of the MSA Faculty participated in the year-long recruitment of candidates for teacher education, counseling and MSA programs through regular school visitations.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

### A. Direct and Ongoing Involvement with/Service to Public Schools

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
Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	Professional development for beginning and career principals and assistant principals per priorities set by superintendents of the LEA's.	<p>MSA faculty held a several orientations/workshops with principals or their designees or MSA candidates-introducing them to the MSA protocol:</p> <ol style="list-style-type: none"> <li>1) The internship format inclusive of 1500 hours as spread across a "base" school and two feeder schools.</li> <li>2) The school-based Action Research Project and the supervising principals' role insuring the oversight of same, including the project advisory committee consisting of faculty and other principal designees working with the student intern.</li> <li>3) dialogue concerning the principal's role in insuring internship liaison with key school staff, i.e. counselors, assistant principals, school social workers and medical personnel.</li> </ol>	<p>The orientations and workshops with principals helped them to better understand their roles and expectations in the internship process. It provided a bridge between current issues and strategies in public schools for MSA candidates and principals. It provided action research projects that enhanced the principals ability to identify critical needs in their schools, i.e. "The Effects of Incorporating Mathematical Supplemental Resources (Math Superstars) into Extended Learning Time School", "Impact of QAR on Reading Comprehension for low achieving students", "Are Current NC Criterion-Referenced Tests appropriate for First and Second Grade?", "Improving student achievement by using Cornell Notes", "Helping Beginning Teachers Succeed", "How does mentoring affect the overall</p>

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		<p>4) a descriptive analysis of the core courses in the MSA Program.</p> <p>5) a review of administration and faculty expectations regarding the preparation of ETS Leadership Licensure Assessment and the Faculty MSA Comprehensive Examination.</p> <p><b><u>Attendance:</u></b>  12 students  11 mentors  3 MSA faculty</p>	<p>character and academic progress/achievements of adolescent males in a Title I school setting”, “All students can succeed”, “Leaving No Child Behind: What does it take to make the score”.</p>
Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	Diversity training for school personnel and students.	MSA faculty member conducted diversity training and led discussion relative to diversity issues in the school system.  <b><u>Attendance:</u></b> 1,250 student 5 teachers 1 assistant principal	Increase sensitivity and understanding of minorities, their history, and culture.
Davidson County, Guilford County, Rockingham	Seminars for student teachers in the area of classroom management, disciplinary	A MSA student conducted seminars with student teachers and cooperating teachers.	Created a more conclusive environment for teaching and learning.

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County and Winston-Salem/Forsyth	procedures, and Live Text electronic portfolios. Collaborated with classroom teacher to provide tutorial assistance for Washington Elementary School, a low performing school.	<b><u>Attendance:</u></b> 2 principal fellows See Guy-Washington School	
Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	Conducted orientations for cooperating teachers and student teachers.	MSA Principal Fellow provided tutorial assistance and mini- lesson plans in the area of reading for low performing students. Additionally, the MSA Principal Fellow assisted the classroom teacher in the coordination of level one interns as tutors.  <b><u>Attendance:</u></b> 15 students 15 teachers 1 MSA fellow  MSA student coordinated the orientation sessions which included the roles and responsibilities of both the cooperating teachers and student teachers. As outlined in the student teacher handbook.	The use of principal fellow provided additionally one on one tutoring for students and assisted the classroom teacher with a more structured work environment that generated an effective teaching and learning environment.  A better identification of roles by each party included in the student teaching process.

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		<p><b>Attendance:</b> 15 students 1 MSA faculty 1 faculty</p>	
Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	Established a Parent Resource Center.	<p>MSA student worked in collaboration with Dr. Floyd to establish a Parent Resource Center.</p> <p><b>Attendance:</b> 20 university &amp; community 1 faculty 1 MSA students</p>	The Parent Resource Center assists community organizations and parents to better serve and understand the public schools. Computers, books, hands-on materials, and audio-visual aids are available for the parents.
Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	Served as a judge for the “Principal of the Year” of the Guilford County Schools.	<p>MSA faculty member interviewed and evaluated all candidates for the “Principal of the Year” Honor.</p> <p><b>Attendance:</b> 1 MSA faculty 6 principals 6 Interview Team</p>	Identify the exemplary principal who has successfully impacted student learning.
Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	<p>A MSA faculty member served as a member of Community of Schools Executive Board.</p> <p><b>Attendance:</b></p>	Community in Schools nationally recognized <u>Great Leap Reading Program</u> has forcefully impacted enhanced levels of reading achievement in a number of Triad Elementary Schools including Brightwood, Cone, Frazier and Wiley	The Community in Schools track record of success is validated by achievement records maintained by the principals of the participating schools. In essence the school dropout rates have decreased.

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	35 Cone 25 Fraizer 15 Whiley 12 Brightwood 1 MSA faculty 12 Board	Schools. The utilization of community-based tutors as well as university graduate and undergraduate students, including MSA students, has provided substantial input into the program success.	
Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	Conducted mini-research projects with the principals and faculty at three local schools. The project was designed to enhance student learning.	MSA faculty and candidate in collaboration with school performance identified problems in the schools conducted research projects to address them. The action research projects are: 1) "Math Superstars", 2) "Leaving No Child Behind: What does it take to make the score?", 3) "Evenings with Parents Workshops: Literacy and Make Make-It and Take It".  <b>Attendance:</b> 20 parents 10 school teachers 10 support staff 30 students Attendance 60 students math superstar 300 leaving	The outcomes are provided below:  1) Increased percentile on quarterly benchmarks and an increased number of Level III and Level IV students on the Math End-of-Grade test. It is also an expected outcome that Madison will continue to make Annual Yearly Progress for the 2006-2007 academic school years. Finally, parents will follow the third graders to fourth grade and will in turn train a new set of parents to implement Math Superstars for the new incoming third graders. These persons will implement the program. Consequently, the third, fourth, and fifth grades will have had the Math Superstars program implemented.  2) Increases percentile on quarterly

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			<p>benchmarks would be an initial expected outcome. Another expected outcome would consist of Students with Disabilities and students with Limited English Proficiency meeting their required targets. The overall expected outcome is that Alderman will make Annual Yearly Progress for the 2006-2007 academic school year.</p> <p>3) The impact of expected outcome of the project will improve:</p> <ul style="list-style-type: none"> <li>a) parental involvement at Washington Elementary School,</li> <li>b) provide data on appropriate resources, strategies and activities that allow parents to become active participants in their child's education,</li> <li>c) enhance student performance.</li> </ul>
Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	Provide faculty and staff consistent student management skills.	<p>MSA candidate has been trained as a Positive Discipline facilitator and has trained the Public School faculty.</p> <p><b><u>Attendance:</u></b> 15 special education majors 1 MSA student</p>	The faculty members are becoming more comfortable with the strategies; additional training is planned in the fall. The school has noted a decrease in student discipline referrals.

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Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	To establish and maintain positive relations with parents.	MSA faculty coordinated and modeled parent conferences.  <b><u>Attendance:</u></b> 12 principal interns 1 faculty	Less experienced principals now have more self-confidence conferencing with parents and have learned the value of listening to parents and incorporating parental suggestions.
Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	Collaborative partnership with Washington Elementary School- Service Learning project.	MSA faculty assisted with the development of the tutorial program and service learning component of grant funded project (S.M.A.R.T. Program).  <b><u>Attendance:</u></b> 60 students 3 faculty 1 principal intern 8 teachers	Students showed significant gains in achievement and the student tutors from teacher education classes volunteered their service for the project.
Davidson County, Guilford County, Rockingham County and Winston-Salem/Forsyth	Conducted Action Research in public schools.	MSA Faculty and candidate conducted action research in the Internship Experience. The research involved school faculty committees and school counselors, parent groups, and support agencies for the school. Some of the topics included” Improving Student achievement by using Cornell Notes, Helping beginning teachers succeed, Destined to succeed: what happens when	Students, faculty, staff, and the administrators of the schools benefited from the various research efforts of the MSA faculty and the candidate. The achievement data was collected and analyzed and decisions were made based of the outcomes of the research. In most cases the research showed significant benefit to the school and many of the tested methods will be implemented next

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		<p>community members, caring faculty and parents work together to mentor youth, and African American values: A look at the Achievement Goal Theory and the Cool Pose Culture.</p> <p><b><u>Attendance:</u></b>  120 Cornell Notes  1 intern student  1 MSA faculty  3 school faculty</p> <p><b><u>Helping being teacher success</u></b>  15 teachers  3 school faculty  1 MSA faculty</p> <p><b><u>Destined to succeed</u></b>  45 students  20 mentors  1 principal  1 intern  1 MSA faculty</p>	<p>year as part of the school program for the 2007-2008 school year.</p>
Duplin County	Professional development for beginning and career principals.	MSA coordinator lead a round table discussion with five school administrators to assist two	Assistance was provided for two principals from high need schools on how to manage day to day issues to

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		<p>administrators from a high needs school district to address day to day operations and assisted them with the development of strategies for managing contemporary issues affecting the schools.</p> <p><u>Achievement goal theory:</u>  60 students  1 intern  1 principal</p>	<p>ensure high student performance and to maintain effective and efficient operations (HSP &amp; EEO).</p>

## **Support for Beginning Administrators**

The MSA faculty participated in a variety of activities that supported beginning administrators including: seminars, day-to-day mentoring, research initiatives, and personal mentoring. NCA&T supports mentor groups composed of alumni and retired principals in the 336 area code to offer support for students, new administrators and new teachers. In addition, the cohort model provides ongoing daily support to candidates in the program, who were also serving as beginning administrators. These individuals have been mentored and coached throughout their courses. Seminars are held to provide answers to questions and to discuss problems that are encountered by beginning principals on a daily basis. Beginning principals/other school administrators are given priority in various support activities such as awards for students, additional tutors, opportunities to work with MSA faculty and mentors. In addition, beginning principals are encouraged to review materials in the School of Education and select those that will benefit their students and teachers. Beginning principals can also take advantage of collaborative research initiatives that are offered through the partnership schools as well the 24-hour services of the library and the computer facilities that are on the campus. They are regularly informed of grant opportunities and campus related activities. A website is available to provide additional information regarding certification and licensure.

## **Support for Career Administrators**

NCA&T developed a pilot model to work with career principals in nine professional development schools. Faculty members are assigned to work with specific schools to conduct research, analyze assessment data and plan professional development activities to improve their schools. Career principals use campus facilities collaboratively with MSA faculty for meetings and programs. Principals are convened to evaluate the MSA program and to provide suggestions for program improvements. NCA&T has partnerships with Dudley High School, Hairston Middle School and the Middle College to ensure that support is offered to the newly assigned principals of these schools. The principal at Hairston Middle school regularly planned and conducted professional development activities for the faculty on the university campus. Support for career principals include, providing space for faculty and student activities, collaborating to provide professional development activities, and serving on the SOE Advisory Board to ensure that recruitment and retention of highly qualified teachers and MSA candidates. In addition, the university employed a retired administrator to mentor the principal at Dudley High School. University personnel regularly met with the Associate Superintendent of Guilford County to support career principals. More recently with the establishment of the Middle College at the university worked with the principal to provide additional counselors, tutors and other interns to ensure the success of the principal and the school. The MSA program held eight seminars/workshops for career principals and administrative interns to engage in dialogue and discussion designed to build community to enhance student learning, principal participation involved Guilford County, Alamance County, Person County, and Forsyth County.

## 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	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>2</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	4	Black, Not Hispanic Origin	12
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>12</b>

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

Masters	
MEAN GPA	3.41
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
<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			11	
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						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
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	5	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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of school administration program.	2.68	3.22
preparation to use technology.	2.37	3.44
preparation in instructional leadership.	2.78	3.41
preparation to assist teachers in meeting the needs of diverse learners.	2.63	3.44
Number of Surveys Received	≈ 19	≈ 18
Number of Surveys Mailed	41	41

≈ Less than five survey responses received last year. Last year's responses were added to this year's responses.