

IHE Master's of School Administration Performance Report

NC Central University

2006 - 2007

Overview of Master's of School Administration Program

The Master of School Administration (MSA) program was reestablished at North Carolina Central University in fall 2002. With our ongoing candidate and program assessments, and recent NCATE/SDPI reaccreditation visit, the MSA program is reflective of reform initiatives in North Carolina for school administrators. The program course of study for the MSA degree is designed to prepare visionary school leaders for the public schools of North Carolina and the nation. These leadership roles include superintendents, central office administrators, principals, and assistant principals. Five full-time faculty members and two part-time faculty support the program. Sixty-seven candidates are currently enrolled and five candidates are principal fellows. The 42 semester-hour MSA program involves 30 hours in the major (10 courses), an electronic portfolio, and 12 hours in a field-based, full-time internship and seminar supported with funding by the General Assembly and provided through the Department of Public Instruction. The MSA combines course work, field experiences, and an internship as the principal means of providing MSA candidates with the essential knowledge, skills, and dispositions needed for exemplary school leadership. Coursework emphasizes the core functions of high achieving schools: challenging curriculum, effective instruction, and student achievement. Courses are offered in the evenings in a face-to-face model and a web-enhanced hybrid model, using Blackboard as a technology tool for synchronous instructional delivery. The MSA program includes 5 gateways in which candidates are evaluated throughout the program. Gateway 1 is admission. Gateway 2 is program matriculation and the candidate is evaluated after 15 hours of course work. Gateway 3 is candidacy; the candidate is admitted to candidacy and completes the additional 15 hours of coursework. Gateway 4 is the internship and portfolio development. Gateway 5 is graduation. Effective principals are those possessing knowledge of effective curriculum development combined with the skills, values, and beliefs of successful leaders. The program exemplifies our conceptual framework in preparing school leaders for diverse cultural contexts and as advocates for social justice. The Guidelines and Competencies of the North Carolina State Department of Public Instruction (NCDPI), the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC,) and the National Council for the Accreditation of Teacher Education (NCATE) serve as the template for the design of the Master of School Administration Program.

Special Features of the Master's of School Administration Program

The Fast Track program began in June 2005 with 13 candidates, and was designed to support rural school districts and facilitate a “grow your own” initiative. Spring 2007 Fast Track II began with nine participants recommended by their respective districts and are scheduled to complete the MSA program August 2008. Spring 2007 the MSA program implemented an Add-on Licensure Program for a cohort of nine participants with master degrees in an education related field and who are in administrative roles. This initiative is in response to a predicted shortage of educational leaders due to a large number of principals retiring and the changing roles of principals. The two-year licensure-only program can accommodate a cohort of fifteen to twenty students per year and each student is required to complete 12 hours of course work the first year, 12 hours of a full-time yearlong internship and seminar, and an electronic portfolio. The MSA program continues to implement a special education training program for administrators and teachers called IRIS. The IRIS Center for Faculty Enhancement contributes to the preparation of school administrators so the educational needs of students with disabilities can be better met in inclusive settings. The MSA program continues to facilitate the School Technology Leadership Initiative (STLI) administered through the University of Minnesota by promoting the active and conscious use of technology tools by administrators to make data driven decisions, evaluate programs, and become proficient in the Technology Standards for School Administrators (TSSA and NETS-A). First year Principal Fellows are provided with 10 enrichment activities. Professional development activities are provided for all MSA candidates in the internship at no cost to the candidates. All MSA candidates have to complete an electronic portfolio. Each candidate is responsible for aligning their artifacts, experiences, and coursework products with each standard, as essential for effective leadership. Candidates demonstrate their knowledge, skills, and dispositions both in the development of the portfolio and in its defense before a faculty committee. Candidates in the internship are required to conduct a year-long, site specific action research project that addresses a need or concern that impacts student achievement. Candidates must collect and assess quantitative and qualitative data validating student achievement outcomes as a result of the project. NCCU is the first public institution in the UNC system to become an iTunes University. iTunesU is a free 24 hour web-hosted service provided by Apple Computer to universities and colleges using educational podcasts in their programs and courses. MSA faculty members build their on podcasts incorporating video, audio, and digital photos intended for instructional materials in their classes. The chair of the Department of Educational Leadership, Research and Technology/MSA faculty member has taken the lead on working with partners and the leadership team at Hillside to create a Professional Development School (PDS).

Direct and Ongoing Involvement with and Service to Public Schools

Each faculty member has carved out individual areas of expertise that is used to serve our partnership school districts. Service has included direct support to administrators, as well as, supporting the administrators in achieving his/her goals by working with school faculty and staff. Service to the public schools has included Praxis II preparation sessions

for Charter Schools in Durham and Wake Counties, membership on and service to two state councils on environmental education, providing IEP facilitation for Wake County Public Schools as a DPI trained IEP Facilitator, presenting at PEP's state conference on teacher retention on the role of universities in teacher retention. Programs and other initiatives have been developed to assist two low performing high schools in our area – Hillside and Southern High Schools. A secondary level professional development school began in the 2006-2007 school year at Hillside High School and is in phase 1. This included meeting with the principal and site-based leadership team several times throughout the year to identify the partnership goals. A Hispanic Family Alliance has been formed in collaboration with the Southern High School principal and his leadership team, along with teachers. The purpose of this initiative is to bridge the communication gap between Hispanic families and Southern High School teachers and staff members through specific outreach programs. A cultural arts celebration was held at the school. The event was attended by over 40 administrators, MSA faculty and candidates, Southern faculty, students and parents. At the request of school administrators in meeting their school-based goals, faculty members have facilitated professional development for administrators and their teaching and support staff in Durham Public Schools and Wake County Public Schools on student achievement, Project WET, Project Learning Tree, Project TEACH, brain friendly teaching strategies, Moore County central office and school administrators, Neal Middle School. An MSA faculty member serves on two state Environmental Education Advisory Councils. The purpose of the councils is to find ways to provide administrators and teachers with environmental education workshops and environmental curricula that are aligned with the NCSCOS, complete with supporting materials free of charge. There is MSA faculty representation on the University-School Partnership Advisory Board, providing a direct link to partnership districts about providing service to administrators. The 16 board members represent various stakeholders and each partnership district. Board members consist of teachers, superintendents, principals, and other administrators from Durham, Franklin, Person, Wake, Vance, Halifax counties, and Weldon City schools. Advisory board meetings are held throughout the year. The needs of schools are discussed and relevant workshops, such as Praxis preparation and other support services are provided. A partnership has been formed with Northampton County to assist with the preparation of administrators as part of a "grow their own" administrator initiative. For two years administration courses have been provided at the request of Northampton County and served 12 MSA candidates.

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
Durham, Person and Wake Counties and Chapel Hill-Carrboro	Quality teachers, administrators, and staff	Fifteen interns were placed in 12 schools for a year-long internship and were coached by MSA faculty to provide administrative leadership. For example, action research projects were conducted on such topics as family literacy night, after school programs with emphasis on math and language arts, teacher morale, and before school transitioning program for non-English speaking children. Each project included data collection and assessment, literature review, and presentation of findings. Interns also served on the schools' leadership team and participated fully in the work of the school.	Formal evaluations of projects were done by university faculty, the principal and his/her leadership team and teachers. Parents completed surveys on some projects. Feedback on all projects has been positive. Principals value the work of interns. They report increases on benchmark test scores and positive feedback from teachers and parents on programs and other initiatives that were planned and implemented by interns.
Durham, Person, Vance, Granville, Wake, Area Charter Schools	Highly qualified teachers	At the request of administrators, an MSA faculty member conducted a series of 3-4 test prep sessions (2.5-3 hours each) for various schools and school districts. These included Praxis I and Praxis II for licensure in Elementary Education, Special Education, and Middle School Science. Continued support is	72-80% pass rate upon taking the Praxis exam following test prep sessions, resulting in fully licensed and highly qualified teachers.

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		provided to teachers until they pass the exams, supporting administrators in maintaining their teaching staff.	
Halifax County Schools	Teacher Retention	In collaboration with school and university project administrators, a faculty member conducted a workshop on assessment issues related to the Mathematics Empowerment of Teachers to Ensure Retention (METER) grant, a 1 year project. The workshop was attended by 25 central office administrators, principals, teachers, and other staff members. As a component of the Project METER grant, faculty have provided throughout the year 1) two 2-hour teleconference sessions for administrators to understand the project and their leadership role in helping teacher participants strengthen their teaching methods; 2.) three 1-day workshops demonstrating the strategies and engaging administrators in working with teachers to design instruction using the best practices in teaching	Measures of teachers' self-assessment on use of materials, methods and ability to teach math were obtained; measures of students' feelings about math were obtained. Progress was reported on all measures.

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		mathematics.	
Durham Public Schools Neal Middle School	Student achievement Quality teachers, administrators, and staff Parental involvement Best instructional practices and student achievement	Hillside High School, a low performing school, is in Phase 1 as a professional development school site. Several meetings have been held with the leadership team at Hillside and the entire faculty. Buy-in is being sought from NCCU faculty and administrators and those at Hillside. The goal is to create an on-going, high quality, sustained partnership with emphasis on professional development and improvement in student achievement. In response to a needs assessment survey that was completed by teachers, a workshop was conducted for 12 teachers on effective instructional strategies for teaching in the 90 minute block. Also, student teachers and students doing early field experiences were placed at Hillside for the school year. At Southern High School a workshop was conducted on culturally relevant instruction:	Informal feedback about the PDS has been positive. A formal agreement is being processed. Evaluation of the workshop by the 12 participants found it to be highly effective and a second workshop is planned on content specific instructional strategies. Workshop participants at Southern High School assessed the workshop as being effective and having gained skills that can be used immediately in the workplace. Improved test scores on standardized tests Instructional practices that teach across the curriculum, meets needs of diverse learners, differentiates instruction

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		<p>proliferating cross-cultural and cross racial pedagogy and practices in public schools for 100 teachers. Also, a transformational partnership initiative with Hispanic families has been formed to bridge the communication gap between high school teachers and their English Language Learner (ELL) students. A workshop was presented to approximately 50-60 administrators, middle school teachers, and staff on multiple intelligences, Bloom's Taxonomy, Grading practices that hurt children, learning styles, brain friendly instructional strategies</p>	
Moore County	Teacher Retention and the Key Role Principals Play in Teacher Working Conditions, and Recruiting and Retaining Teachers	A faculty member presented a half day interactive workshop for 50 central office personnel, superintendents, principals, and assistant principals during the administrator's retreat.	Participants identified five programs, incentives, or practices that would be implemented for the 2006-2007 school year that would empower, value, reward, retain, and positively affect teachers and their working conditions. Successes would be shared at the end of the school year.

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<p>North Carolina Charter Schools: Healthy Start Academy, Sparc, Research Triangle Park, Provisions, Maureen Joy, Kestrel Heights, Carter G. Woodson, and Children's Village</p>	<p>To help Social Studies Teachers in Grades 3-12 to make American History and Civics come alive. Teachers receive instruction in relevant content and pedagogy. The content is taught by two professors in the NCCU History Department and the pedagogy is taught by the curriculum professor in the MSA program</p>	<p>Three year grant initiative that serviced 10 administrators and 47 teachers during the 2006-2007 School Year. The teachers and principals receive one on one and small group mentoring, coaching, monthly seminars on site, three weeks summer institute, book discussions, online instruction, visits to historical sites 3x per year, two whole group touch back sessions, and a fall orientation each year.</p>	<p>Improve student performance on end of course tests for secondary students. A more integrated approach to teaching history, social studies, and civics at the elementary level.</p>

Support for Beginning Administrators

Upon admission to the MSA program, all eight Fast Track candidates are serving in leadership roles in their respective schools, primarily in districts needing assistance in “growing their own.” Therefore, they are beginning administrators. They are assistant principals, curriculum leaders or EC facilitators. Their principal has signed a written agreement with us emphasizing their strong leadership skills and their support of them during the pursuit of their MSA degree. Not only are they given permission to leave school during the day for a weekly seminar class, but they are allowed to participate in professional development activities, as well. They work with mentor principals with at least three years of experience. During the “internship,” the university supervisor, principal mentor, and the “intern” work collaboratively to develop a work plan outlining the goals, objectives, and conditions of the internship. Further support is given in weekly seminars held on and off campus throughout the one-year, full-time internship experience. Beginning administrators are kept abreast of current and emerging leadership practices. MSA faculty and site supervisors provide feedback, guidance, and the advocacy necessary to ensure the integrity of the internship experience. Another source of support to beginning administrators came in the form of financial support for 6 interns to attend the annual ASCD Conference in Anaheim, California. The Fast Track candidates provide their schools not only with additional administrative assistance, but with curricular and instructional leadership, student discipline, and community involvement activities that are grounded in research-based best practices. Coaching by the university supervisor and school based administrator/mentor and their relationship in working with the beginning administrators supports and impacts the success of the whole school. Praxis preparation workshops for the School Leadership Licensure Assessment are provided twice a year. One faculty member took the test and became licensed this year. All faculty members in the MSA program hold a North Carolina educational leadership license. We have a 100% pass rate on the exam. The graduating class of May 2006 met each semester with the program coordinator for dinner to network, talk about the administrator experience, and share ideas. These touch-back meetings with alumni are invaluable. Their feedback is used to strengthen our curriculum and to be more effective in providing services to schools.

Support for Career Administrators

Workshops and professional development activities are provided throughout the year to partnership districts. Many of the principals and their leadership team members are career administrators. During the partnership meetings, teacher survey needs and other needs of the district are discussed. One response to a request by administrators has been in the area of teacher retention. Praxis I and II preparation workshops have been conducted by a MSA faculty member. She provides on-going support to the teachers and their administrators until teachers pass the exam. Other initiatives that support career administrators include on-going meetings with principals and their leadership team at two low performing high schools – Hillside and Southern High Schools in the Durham Public School System. MSA faculty provide leadership and assist with assessing school needs and matching those needs with expertise here at NCCU. Collaborative planning is

underway to assist administrators on an ongoing basis in using best leadership practices in turnaround schools by MSA faculty. A TPAI-R review and an overview of The Three-Minute Walkthrough were presented to approximately 20 school and central office administrators who work for the North Carolina Department of Juvenile Justice. A faculty member presented a three hour workshop for approximately 50 of Moore County's central office administrative staff, superintendents, and school administrators on the key role of the principal in teacher recruitment and retention, and teacher working conditions. Career administrators from seven charter schools and their faculty participated in a full day professional development with Marcia Tate where she discussed and demonstrated the 20 brain friendly strategies from her book, *Worksheets Don't Grow Dendrites*. This workshop was sponsored in conjunction with the Project TEACH grant and partnership.

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		2	Black, Not Hispanic Origin		13
	Hispanic		0	Hispanic		0
	White, Not Hispanic Origin		3	White, Not Hispanic Origin		3
	Other		0	Other		0
	Total		5	Total		16
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		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

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

Masters	
MEAN GPA	3.79
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				
School Administration	10		14	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		179				
G Licensure Only		2				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		6				
G Licensure Only		6				
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	19	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.	3.78	*
preparation to use technology.	3.44	*
preparation in instructional leadership.	3.56	*
preparation to assist teachers in meeting the needs of diverse learners.	3.44	*
Number of Surveys Received	9	3
Number of Surveys Mailed	11	11
* Less than five survey responses received. Results will be added to next year's responses.		