

IHE Masters of School Administration Performance Report

NC State University

2006 - 2007

Overview of Master's of School Administration Program

The Master of School Administration (MSA) program was re-instituted by the North Carolina state legislature in October 1998. The program has graduated 480 students in the ensuing eight years. Graduates of the program are currently school administrators in public schools throughout North Carolina, most as assistant principals and principals, with some in central offices as assistant superintendents and program directors. The MSA program has 176 students currently enrolled. Full-time students complete the program in two years; part-time students finish within three years. One hundred and five students are participating in the program as extension/distance education cohort members. Three cohorts are located in Wake County, and three cohorts are located in rural areas where courses are offered for participants from Warren, Franklin, Granville, Vance, Johnston, Harnett, Nash, Rocky Mount, Wilson, Edgecombe, Halifax, Weldon, Roanoke Rapids, and Sampson Counties. This program is designed to address the standards presented by relevant accrediting bodies and the mission of the Educational Leadership and Policy Studies faculty. Program objectives are aligned with the standards of the National Council for the Accreditation of Teacher Education (NCATE), the North Carolina Department of Public Instruction Program Approval Standards (NCDPI), the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Educational Leadership Constituent Council Standards (ELCCS), and the principles of the NC State Professional Education conceptual Framework (LEAD/SERVE). Graduates of the program are prepared to assume positions of effective leadership in schools and school districts. The program is designed to improve the quality of K-12 schools by preparing leaders who have the knowledge and skills to achieve educational excellence and equity. Graduates are expected to use leadership strategies to improve student performance in environments that are dynamic, interactive, and culturally diverse. The Master of School Administration program consists of 42 semester credit hours, 18 semester hours of which are dedicated to the 10-month-long building level internship. Interns visit the NC State campus for seminars and classes throughout the yearlong clinical experience. They are provided opportunities to apply principles, knowledge, skills, and practices acquired during formal coursework under the mentorship and supervision of successful, credentialed public school administrators and the program's University faculty who visit the interns on site on a regular basis. In offering this program to students from 17 counties, assistance is provided by highly qualified adjunct faculty such as Dr. William C. Harrison, Superintendent of the Cumberland County Schools and Dr. Carl Harris, Superintendent of the Durham Public Schools, in addition to highly qualified district administrators from neighboring counties in our service area.

Special Features of the Master's of School Administration Program

The Master of School Administration program combines rigorous academic coursework, extensive practicum opportunities and focused enrichment and training opportunities. Students engage in extensive case-study situations and problem-based analysis of contemporary educational issues. The yearlong internship requires extensive on-site participation in administrative roles within K-12 schools with successful, credentialed school administrators. Interns also participate in seminars at the different internship locations for presentations such as application of technology, strategies of instructional performance appraisals, managing instructional technologies, continuous quality improvement, and data-based decision making. Further, students visit the University campus on a monthly basis to participate in collaborative seminars with practicing administrators and superintendents. Twice a semester North Carolina State University's D. H. Hill Library staff presents an informative program on the range of resources and services available to students and faculty including the myriad of databases and electronic journals accessible to the students. The students learn about gateways to thousands of full-text electronic journals, databases, and reference sources that are invaluable ready-to-use resources. Once a semester, each intern participates in a scenario where professionals demonstrate the technologies available to school administrators. For example, the program arranges for presentations by school personnel on 21st century technology and school administration by leaders who specialize in using technology to accurately assess what students know and learn over time. It provides multi-media curriculum content that is aligned with state standards. Another focus is professional development in which consultants and technology-based training are the core elements. Demonstrations are provided for the use of a range of software programs, including how to obtain the related hardware. The importance of data management and its use is stressed and is aimed at knowledge-based decision-making for improving pupil performance and strengthening curricula. Another important feature is a seminar devoted to explaining and demonstrating the importance of data-base management in the context of the schooling process.

Direct and Ongoing Involvement with and Service to Public Schools

In addition to the internship visits, the MSA program faculty members are involved in efforts with schools to improve teaching and learning activities. Faculty have established strong relationships through personal visits with area superintendents and administrators, especially with respect to the establishment of the William and Ida Friday Institute for Educational Innovation on the Centennial Campus. One of the primary foci of the Friday Institute is the Leadership Collaboratory, which is designed to involve public schools in efforts to improve the academic achievement of all students. The Collaboratory on Leadership for Educational Effectiveness will investigate emerging, broad impact areas such as: the role of leaders in effecting organizational transformation; the use of information technologies for data-based decision-making; and new software and "groupware" to improve the performance of leaders and organizations. Researchers in the Collaboratory also intend to examine the ways exemplary, innovative organizations carry out their work and prepare their workforce to create powerful new solutions to educational problems. Further, research in this Collaboratory will examine the ways that emerging forms of information technology, such as ubiquitous computing systems, shape the teaching and learning environment and may accelerate change in educational organizations.

Another major area of growth in our relationship with LEAs is the creation of the Innovation Leaders Academy (ILA). The ILA represents a collaboration between ELPS, the Friday Institute, and six school districts (Halifax, Weldon, Roanoke Rapids, Northampton, Franklin and Granville) and aims at providing supplementary professional development in innovative approaches to school leadership to forty teachers, assistant principals, and principals. Three such sessions are to be implemented annually over the next two years, with the initial session held on April 26 and 27, 2007, at the Friday Institute. The second program component is a research partnership with the LEAs, in which site-based studies of innovative leadership practices will be conducted by ELPS faculty and ILA participants.

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
Wake County, Johnston County, Durham County	Leadership training and developing leadership strategies	Principal and Superintendent Leadership Roundtable programs designed as professional learning opportunities on leadership issues for LEA personnel.	LEA personnel have a better understanding of the components of leadership and are able to apply and evaluate effective strategies in the school environment. Participants: Wake – 42 Johnston – 15 Durham – 5 Total - 62
Wake, Johnston, Durham, Warren, Franklin, Granville, Vance, Sampson, Harnett	Effective application of technology, managing instructional technologies, and ethical use of technology	Developed workshops conducted by technology personnel who addressed the needs of participants in applying and managing technology programs in an ethical manner.	Participants are better prepared to properly use technology in schools and to understand the available hardware and software for enhancing achievement. Participants: Wake – 42 Johnston – 15 Durham – 5 Warren - 5 Franklin - 8 Granville - 7 Vance - 7 Sampson - 3 Harnett - 4 Total - 96
Wake, Johnston, Durham, Warren, Franklin, Granville, Vance	Professional learning programs for LEA personnel on diversity related issues in society and schools	Offered workshops to participants on specific issues relating to diversity in the school environment.	Workshops covered the essentials required in building strong, effective relations with parents and students. Participants: Wake – 42 Johnston – 15 Durham – 5 Warren - 5 Franklin - 8 Granville - 7 Vance - 7 Total - 89
Wake, Johnston, Durham,	Increase awareness and understanding of the importance of building	Professional development workshop on the importance of building strong relationships was offered for LEA	Community relations are a vital force in optimizing the achievement levels of schools. School personnel are now

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
	strong community relations for establishing successful schools	members.	prepared to interface with the broader external community with successful actions and methods. Participants: Wake – 41 Johnston – 15 Durham – 5 Total - 61
Wake, Johnston, Durham,	Assessment & Accountability	Dr. William Sanders, Dr. Gerald Bracey, Dr. Louis Fabrizio (NCDPI), Joel Griffin (principal), and Sharon Kirk (Superintendent) presented and reacted to discussion of the state of assessment and accountability in North Carolina	These subjects are complex in nature and are difficult to fully understand, especially the impact at the building level. As a result of this exposure, the participants have a clearer understanding of the variables and how they affect schools. Participants: Wake – 40 Johnston – 10 Durham – 10 Total - 60
Wake, Johnston, Durham, Warren, Franklin, Granville, Vance, Sampson, Harnett	Assistance in understanding research methods and tools available through the internet	Research analysts associated with NC State’s D.H. Hill Library made several site visits for the purpose of providing critical information to LEA personnel, assisting them in understanding how to access and utilize research tools/ information.	Understanding the means and the methods to acquire research data easily and quickly is an enormous assistance for educators in accomplishing their daily requirements. This was a teaching and “hands-on” approach for providing the students with the knowledge and skills needed to acquire the data. Participants: Wake – 66 Johnston – 15 Durham – 15 Warren - 5 Franklin - 8 Granville - 7 Vance - 7 Sampson - 3 Harnett - 4 Total - 130
Wake, Johnston, Durham, Warren, Franklin, Granville, Vance, Sampson, Harnett	Knowledge of the ISLLC and ELCC Standards as they apply to school administration.	A four hour session was provided for students for the purpose of explaining and applying standards in the schools and developing programs.	Standards provide the foundation for successful academic programs. The participants understand the need for consistency and directions that are provided by utilization of the standards.

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
			Participants: Wake – 42 Johnston – 15 Durham – 4 Warren - 5 Franklin - 8 Granville - 7 Vance - 7 Sampson - 3 Harnett - 4 Total - 95
Wake, Johnston, Durham	Better understanding of data-based decision-making and increasing student performance.	A workshop was offered to students covering how best to collect and use data for improving student performance.	Students are better prepared to implement the process of data-based decision-making after seeing the differences that quality data and knowing how to use it contribute to students improving their levels of performance. Participants: Wake – 42 Johnston – 15 Durham – 15 Total - 72
Franklin, Granville, Halifax, Weldon City, Wilson, Nash-Rocky Mount, Edgecombe, Roanoke Rapids, Northampton	Innovative leadership training and professional development	A two-day professional development session was provided for teachers, assistant principals, and principals for the purpose of engaging in collaborative, innovative team leadership training and professional development at The Friday Institute.	LEA personnel learned how to operate and function more effectively in leadership teams, including engaging in collaborative partnerships. Participants: Franklin - 15 Granville - 15 Halifax - 12 Weldon City - 8 Wilson - 6 Nash-Rocky Mount - 7 Edgecombe - 4 Roanoke Rapids - 11 Northampton - 6 Total - 84

Support for Beginning Administrators

New administrators frequently visit the University campus and participate in regularly scheduled seminars that include career administrators and superintendents. These seminars provide a setting for discussing and sharing relevant and useful information for all involved parties. An electronic database is in operation allowing the University faculty to remain in contact with new administrators and to continue in dialogue. Through this connection, new administrators are able to broaden their awareness of new developments and learn about recent developments in school leadership. The Educational Leadership Roundtable Forum continues to remain a popular venue for new administrators to share information and listen to experienced administrators in a learning environment. Questionnaires and written correspondence are presented to recent graduates of the Master of School Administration program to obtain feedback and to identify subject areas that need to be addressed in future forums.

Support for Career Administrators

Opportunities for career administrators to participate in forums and lectures on campus are a powerful technique not only to share information but also to include them in the program. Communication is maintained through periodic mailings and electronic connections. In AY 2006-2007, the Department conducted an outreach-oriented Policy and Action (P&A) Seminar titled, "Putting a Face to the Data: the Future of Student Assessment and School Accountability," which was held April 26, 2007, at the Friday Institute. With a turnout of over 120 attendees and a favorable response on the evaluation forms distributed at the end of this three-hour session, this year's event achieved the main goal of the series, which is to present timely, policy-relevant discussions to a combined audience of educational researchers and practitioners (primarily school leaders) from throughout central and Northeast North Carolina. The P&A also provides the Department an important opportunity to establish working relationships with other organizations; thus, in addition to the Friday Institute and the College of Education Research Committee, the affiliate sponsors of this year's seminar were the North Carolina Association of School Administrators, the North Carolina Association for Research in Education and BB&T, a financial services company. On an individual basis, visits by school administrators and faculty were made to over 66 schools throughout North Carolina on a recurring schedule. These visits are designed to provide support on a consistent basis for beginning administrators and recent graduates and to maintain strong connections with 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	2		
	Hispanic	0	Hispanic	0		
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	5		
	Other	0	Other	0		
	Total	3	Total	7		
Part Time						
	Male			Female		
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0		
	Asian/Pacific Islander	0	Asian/Pacific Islander	2		
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	31		
	Hispanic	0	Hispanic	1		
	White, Not Hispanic Origin	59	White, Not Hispanic Origin	77		
	Other	0	Other	0		
	Total	68	Total	111		

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

Masters	
MEAN GPA	N/A
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	34		38	
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		3				
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded				69		
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	54	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.	3.72	3.81
preparation to use technology.	3.44	3.78
preparation in instructional leadership.	3.65	3.56
preparation to assist teachers in meeting the needs of diverse learners.	3.53	3.62
Number of Surveys Received	36	27
Number of Surveys Mailed	52	52