

# IHE Masters of School Administration Performance Report

UNC-Chapel Hill

2006 - 2007

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## Overview of Master's of School Administration Program

The MSA (Master of School Administration) prepares individuals to lead schools and other educational organizations. It includes three dimensions: (1) awareness (acquiring concepts, information, definitions, and procedures); (2) understanding (interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) capability (applying knowledge and skills to specific problems of practice). The focus of study is the school site. The program prepares administrators for elementary, middle and secondary school leadership positions with an emphasis on the principalship. It also models an exemplary approach to professional preparation for educational leadership. The On-Campus MSA requires 42 credits hours of study that include 30 hours in the major (with a concentration in curriculum and instruction, curriculum alignment, and clinical supervision) and 12 hours in a field-based internship and internship seminar. Full-time students complete 15 hours of course work per semester and a minimum of 10 enhancement activities in the first academic year. In Year 2, students complete a comprehensive, structured internship and a yearlong seminar that integrates these internship experiences. The Off-Campus MSA Program accommodates practicing educators who cannot or do not want to stop working to pursue their professional goal of becoming school-site administrators. The Off-Campus MSA includes the same courses as its on-campus counterpart and is typically staffed by the same professors as the on-campus program. It is scheduled around students' regular work commitments to facilitate their attendance and engagement. It also utilizes face-to-face sessions at locations convenient to the students' regular work places and a variety of distance education activities (using Blackboard) that students access from their homes or from the schools in which they work. The cohort-based Off-Campus Program takes five semesters to complete. There are currently three operational off-campus cohorts: One is based in Wake County; a second in Alamance-Burlington and most recently, one located in Lee County. There are approximately 75 educators in the off-campus cohorts from Durham, Orange, Nash-Rocky Mount, Forsyth, Wake, Alamance-Burlington, Chapel Hill-Carrboro, Pamlico, Lee, and Guilford counties. The MSA and Ed Leadership faculties have undertaken what will be an approximately 8-month process to review intensively the new NC Principals' Standards that were adopted by the State Board in January 2007. We have begun the process of integrating these standards with the ISSLC and ELCC standards to determine areas upon which additional emphasis is advised. Already several courses have made adjustments to increase emphasis in such areas as professional learning communities, analysis and interpretation of datasets, teacher retention research and practices, teacher working condition surveys, and teacher empowerment strategies. Upon completion of this initiative, a revised document,

complete with the aligned standards of accrediting agencies, national organizations, and the NC State Board of Education, as well as syllabi, internal assessment procedures, and direct links to the new NC Standards will be publicly available.

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

The MSA Program's COMMITMENT TO DIVERSITY is demonstrated by its student enrollment: 33% of the students in the on-campus and off-campus MSA programs are African-Americans; 66% are female. The full-time MSA faculty is 37% African-American and 50% female. The MSA Program emphasizes leadership for EQUITY, SOCIAL JUSTICE AND ACADEMIC EXCELLENCE. The faculty believes that school leaders must be proficient in a wide variety of technical skills and tasks, but the foremost priority is the construction of democratic learning communities that support social justice. A special feature of the on campus MSA Program is the full-time, 10-month INTERNSHIP which each student completes during the second year in a public educational setting, typically as an assistant principal intern. The internship is a comprehensive and well supervised experience through which MSA students integrate their knowledge and applied skills of educational administration in promoting positive educational practices. Generally, on campus MSA students are present at the internship site four days per week. On the fifth day, interns participate in a yearlong reflective seminar that complements the field activity. Off-campus students with full-time internships have a similar schedule, while part-time interns meet on a regular basis for their internship seminar in the late afternoons and evenings. During the internship year, in both the on- and off-campus programs, each student is assigned a highly qualified professor who visits the intern and his/her site-based mentor a minimum of six times during the internship year. The MSA Program is COHORT-BASED, with the students in each cohort completing the program together over the course of two years (or, in the off-campus program, two-and-a-half years). During the first year, in addition to the MSA coursework, students receive professional development. During the second year, the cohort of students attends class together one day per week at different schools. Since the MSA cohorts are small, students within the cohort and faculty get to know each other personally. Faculty become involved in the students' careers, helping them network, encouraging them, and supporting them. As a result, significant portions of the MSA students then apply to enroll in the School of Education's Ed.D. program. UNC-CH is an active participant in the statewide PRINCIPAL FELLOWS' PROGRAM. Each year, approximately 50% of its on-campus enrollments are made up of Principal Fellow Scholarship recipients. The most recently released graduate school rankings in Ed Admin name UNC-Chapel Hill's program as the 10th BEST PROGRAM IN THE NATION from among the 565 public and private universities that offer these degrees nationwide. The UNC-Chapel Hill program is the only ranked program in the state of North Carolina (public or private) and only one of two in the southern US. The national rankings also include a significant section on how school superintendents view the MSA programs within their states. Of the 565 Educational Leadership programs nationwide, public or private, UNC-CH was tied in being ranked FIRST by school superintendents for the effectiveness of leadership demonstrated by program graduates.

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

The MSA Program provides substantial service to the public schools by placing its interns in full-time, year-long, supervised internships in public school settings. During 2006-07, 12 MSA on-campus students worked as full-time administrative interns in 14 schools across the state. In addition, 29 MSA Off-campus students worked as either full or part-time interns in the Alamance-Burlington, Chapel Hill-Carrboro City, Durham, Guilford, Orange, Person, and Wake County Schools. These internships represent several thousands of hours of service provided to the public schools. Some MSA students have also been employed part-time in the UNC Rural Education Center, the UNC SCALE (literacy project) and serve as undergraduate advisors to teacher education majors. Schools throughout NC were also served when MSA faculty members made PRESENTATIONS to the State Principals' Executive Program, NC School Boards Association, NC Association of School Administrators, the State ASSET Project of the Center for Leadership Development, the Principal Fellows Program, the State Teachers Assistants' Conference, and the Chapel-Hill-Carrboro, Durham, and Alamance School Districts. A member of our MSA faculty serves on the Board of Directors for the NC Association of School Administrators, the professional organization for principals and superintendents in NC that provides resources, professional development opportunities and legal advice to schools and administrators across the state, as well as the NC Professors of Educational Leadership group. In addition to these statewide initiatives, the MSA Program provided SERVICES TO SPECIFIC SCHOOLS AND DISTRICTS. One of our MSA Program faculty members recently completed the facilitation of a professional development initiative for Chatham County. Another faculty member continued to provide professional development sessions on curriculum alignment for the Durham Public Schools. Two MSA faculty members conducted retreats for building and central office administrators in Chatham County Public Schools. Another member of the MSA faculty serves as an unpaid advisor to long-term technology planning in the Orange County Schools. One of our MSA faculty members is actively involved in the major research initiative undertaken by Governor Easley, in association with Dr. Gary Henry, William Neil Reynolds Distinguished Visiting Professor, to explore those factors that exist in high performing schools that have similar demographics to low performing counterparts. We anticipate that significant additional contributions from faculty will result as the initiative continues to develop, i.e. Judge Manning's interest in the research and any ensuing legal decrees. In addition, service was provided to administrators in Alamance-Burlington, Chatham, Durham, Guilford, Lexington City, Moore, Nash-Rocky Mount, Orange, Chapel Hill-Carrboro City, Randolph, and Wake County Schools as MSA faculty conducted weekly internship seminars for interns and their mentors, who are administrators in public schools in these districts.

## 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
ADMINISTRATORS' FORUM & STAFF DEVELOPMENT: Chapel Hill-Carrboro City Schools	1) Preparation of 21st century professionals in regard to needed skills and dispositions for principals.	Major focus was leadership skill development for assistant principals, particularly with respect to transitioning to the principalship. Retreat attended by 20 assistant principals included information on career movement skills, attitudes, dispositions, counseling, and training.	CHCCS assistant principals indicate that they have become more active in professional development activities with specific respect to attaining school leadership positions. The feedback from administrators indicates that the sessions and discussions on change helped to allay apprehensions about the new leadership. The administrators appreciate the value of the retreat's impact on their professional growth.
ORGANIZATIONAL CHANGE RETREATS: Chapel Hill-Carrboro City Schools.	(1) Governance by 21st century systems through consultation and revision assistance.	MSA provided guidance/input on major revision of CHCCS' school governance structures. MSA faculty member was also a member of and consultant to the Chapel Hill-Carrboro City Schools' School Governance committee for the 2006-2007 school year. The focus of the yearlong committee was a complete revamping of	The CHCCS School Board has adopted a major revamping of school governance structures in that school system.

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		governance structures in the school district.	
ORGANIZATIONAL CHANGE RETREATS:(County representation information unavailable as attendance was recorded by the Principals' Executive Program).	(1)Preparation of 21st century professionals in regard to understanding of organizational change and leadership for new principals.	Principals' Executive Program: MSA provided major presentation to new elementary school principals on organizational change in education. The MSA program was involved significantly in the Principals' Executive Program relating to new principals. MSA faculty provided session to 15 newly appointed North Carolina elementary school principals from 15 NC counties.	New elementary principals (via PEP evaluations and subsequent feedback) indicate that their organizational effectiveness and leadership development have contributed significantly to school-based instructional and managerial improvements.
ORGANIZATIONAL RELATIONSHIPS PROFESSIONAL DEVELOPMENT:(County representation information unavailable as attendance was recorded by the NCTAA).	(1)Preparation of 21st century professionals in regard to understanding of organizational relationships for teaching assistants. (2)Innovation in public schools through increased understanding of classroom-based problem solving resulting in improvement of instructional effectiveness.	Formal collaboration with the NC Teacher Assistants' Association resulted in two major presentations attended by 70 TAs on organizational/human relationships and problem-solving in classroom settings. The North Carolina Teacher Assistants Association, for the second consecutive year, continued its emphasis on classroom-based problem-	The North Carolina Teacher Assistants Association feedback indicates that classroom problem-solving skills have increased as a result of MSA faculty involvement in the TA sessions provided.

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		solving for TAs.	
CURRICULUM ALIGNMENT PROFESSIONAL DEVELOPMENT SESSIONS: Durham Public Schools: All schools and representative central office personnel	(1)Preparation of 21st century professionals in low performing schools regarding the importance of walk-through supervision of instruction to ensure curricular alignment.	MSA faculty continued to work collaboratively with the Durham Public Schools to monitor the previously adopted plan proffered by Dr. English with respect to instructional/curricular walkthroughs. Dr. English conducted two sessions addressing curriculum alignment. One was for all central level curriculum supervisors with a special focus on curriculum supervisors who work with low performing schools. The second was for high school principals, teachers and parents. Durham has since adopted virtually all recommendations; all administrators are now trained in and use walk-throughs as one additional element in the improvement of instruction.	The Assistant Superintendent of Durham Public Schools reported that the sessions “were outstanding and provided the district staff and principals a thorough understanding of the ‘reason for’ and ‘research supporting’ aligning the written, taught and tested curricula. In the time since the curriculum alignment and classroom walkthrough projects have been implemented system-wide in the Durham Public Schools., all administrators now use walk-throughs as one additional element in the improvement of instruction.
TECHNOLOGY INITIATIVE: Orange County	(1)Governance and support by 21st century systems through	For the Five-Year Technology Plan, MSA faculty continue to provide input. One three-hour	MSA faculty continue to collaborate with Orange County Schools in the area of

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	technology implementation as related to student achievement.	session was conducted relating to technology planning and the use of technology as a means of improving student achievement in Orange County schools (in conjunction with Orange County Director of Media & Technology and the “MSA Problems in Educational Administration II” class).	technology and its uses for the improvement of instruction. Orange is highly regarded for its technology and its emphasis on the use of technology for this purpose. Minor modifications have been made to the recently adopted and state-approved Five-Year Technology Plan in the Orange County Schools.
MSA INTERNSHIP SERVICE, CURRICULUM/INSTRUCTIONAL LEADERSHIP, and SOCIAL JUSTICE & EQUITY PROJECTS:ALAMANCE-BURLINGTON: Turrentine Middle School CHATHAM: North Chatham School; DURHAM: Community Education Program, Easley Elementary, E.K. Powe Elementary, Forest View Elementary, Githens Middle School, Glenn Elementary, Morehead Montessori, Rogers-Herr Middle School, Southern High School FORSYTH COUNTY: Elementary FRANKLIN: Cedar Creek Middle School GUILFORD: Mendenhall Elementary School LEE: Southern Lee High School, West Lee Middle School NASH-ROCKY MOUNT: Senior High	(1)Innovation in NC public schools through numerous research based initiatives identified by school sites (see outcomes column) targeted toward improved student performance and meeting needs of at-risk students within low-performing or under-performing schools.	In the past year, there were about 42 MSA interns who served in public schools, acting as assistant principals for the school year. As part of this experience, each internship site school identifies an area of need. The principal and the intern collaboratively create a plan specifying an activity or program that the intern will address during the year of service to better meet the school’s need. Under the supervision of MSA faculty, this year 42 interns completed service projects to meet the needs identified by their	The internship listing is replete with school sites that have been identified as low-performing or under-performing. One mandate of the UNC MSA program is that each intern develop a portfolio goal that relates specifically to instructional leadership/improvement of instruction; almost always, this goal is specifically related to a second UNC MSA mandate that requires each intern to integrate a significant social justice/equity theme into the associated leadership goals. As a result of the MSA intern service projects, several sources

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<p>School ORANGE: A.L. Stanback Middle School            Chapel Hill-CARRBORO: Culbreth Middle School, East Chapel Hill High School, Estes Hill Elementary School            PAMLICO: Pamlico County Elementary School            WAKE: Apex Elementary School, Brier Creek Elementary, Bugg Creative Arts Elementary Magnet, Conn Elementary, Davis Drive Elementary, Enloe High School, Forest Pines Elementary, Lincoln Heights Elementary School.</p>		<p>schools. Needs usually focused on issues of equity and social justice and often involved at-risk students. During 2006-07 for example, principals at several schools identified the goal of improving the academic performance of low-performing students, and substantial numbers of interns assisted in the disaggregation of test data, analysis and interpretation of those data, and the development of targeted programming that would best address the identified needs. Likewise, MSA interns worked with teachers to develop appropriate instructional plans to meet individual student needs.</p>	<p>of data analysis with respect to minority enrollments in advanced courses now exist, with many schools looking more deeply into the challenges and developing action plans. New programs are now in place at schools to meet the needs of students and teachers. Among other more traditional activities, MSA interns have developed programs this year (2006-2007) in tutoring, after-school programs, professional learning communities, curriculum alignment, student safety, team planning adjustments, clinical supervision, and new teacher orientation and mentorship. In addition, there has been significant focus on integrating elements of the recently adopted NC Principals' Standards with respect to professional learning communities, teacher retention, and the use of data sets for analysis and interpretation.</p>

## **Support for Beginning Administrators**

The cohort-based structure of both the On-campus and Off-campus MSA Programs provides a NETWORK OF PROFESSIONAL SUPPORT that assists fledging administrators as they begin their administrative careers, extending the connection established during the two years of MSA study. MSA professors work with them closely as they seek their first administrative positions, providing initial guidance about what prospects look most appropriate and interview preparation experiences. The informal counseling often continues after the initial placement, as MSA professors informally serve as mentors during the early stages of the beginning administrator's career. The public school mentors, who worked with the MSA students when they were interns, also provide support as the graduates begin their administrative careers, both by providing advice and counsel and by building a network of support and opportunity for them. The MSA Program provides further support to beginning administrators by requiring them to work in community agencies during their MSA study, such as agencies and organizations serving homeless/transient persons, the ESL population, children with special needs, Native Americans, Hispanics/Latinos, African/American administrators and housing programs such as Habitat for Humanity. After these students have graduated and are beginning administrators in schools, they are familiar with these community agencies and can call on them to assist students and families in their schools. Approximately 67% of the MSA students take as their elective a "Spanish for Educators" class that assists them in developing educational-related dialogues in Spanish. An additional 10-15% takes as its elective a course in Latino culture and schooling. The School of Education also continues to distribute two resources that were produced in 2006-2007—an educators' handbook on CD and a parent guide to North Carolina's public school procedures and requirements in Spanish – that beginning administrators refer to widely and distribute appropriately in their schools. The MSA Program also maintains LISTSERVS for all its graduates, providing them with an opportunity to remain connected to the program faculty and to one another. Assistance to beginning school administrators was provided this year when one of our MSA faculty provided TECHNICAL ASSISTANCE to the Wake Leadership Academy of Wake County Schools. Other forms of support for beginning administrators are provided through our RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP). Principals and assistant principals served on the Coordinating Teams of the seven RTSP projects this year, participating in planning meetings and gaining ideas from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular and their schools more broadly.

## **Support for Career Administrators**

The Ed.D. faculty support career administrators by arranging the ED.D. PROGRAM with many evening classes so that career administrators who wish to do so can pursue doctoral study on a part-time basis while continuing their careers. The MSA faculty members work closely with experienced administrators as they PLACE MSA STUDENTS in their internships. This interaction prompts many career administrators to reflect on their own careers and consider pursuing further study. Others grow professionally by continuing to serve as mentors to aspiring interns through the years. As part of the mentor role, career administrators receive training at an orientation session each year. This year, 180 people attended the MSA orientation, including career administrators as well as mentors, beginning interns, graduating interns, faculty members

and other colleagues. Another form of support for career school administrators occurs as the MSA Program hires practitioners to serve as ADJUNCT FACULTY and teach courses in the MSA Program. This year, practitioners from Alamance-Burlington, Chapel Hill-Carrboro, Duke University, Durham Public and Wake County Schools taught courses in the MSA Program. This not only provides a balanced perspective for students but it also aids these career administrators in their own development as well as building a network of support for the students when they subsequently become administrators throughout the districts. The MSA faculty also provides in-service PROFESSIONAL DEVELOPMENT to career administrators in a variety of settings, including presentations at State Principals' Executive Program, the State ASSET Project of the Center for School Leadership Development and the Principal Fellows Program. LEARN NC, our Internet-based network of resources for NC educators, further supports career administrators by presenting workshops throughout the year in conjunction with the Principals Executive Program at the Center for School Leadership as well as other conferences in which career school administrators participate. Our School also supports career administrators through several LECTURE SERIES. One lecture series which focuses specifically on administrators is the Smallwood Dialogue Series, in which experts speak on issues facing administrators, particularly women. Other speakers hosted by the School of Education this year that school administrators heard included: William Sanders of SAS Institute (formerly University of Tennessee) and developer of the "value-added testing" model; Barnett Berry of The Center for Teaching Quality; the national Teacher of the Year; Eugenie Samier of Canada's Simon Fraser University on the need to integrate the humanities into the training of educational leaders; William Tate, the Edward Mallinckrodt Distinguished University Professor at Washington University in St. Louis, outlined "A Contract for Excellence in Scientific Education." Other services which support career administrators have been described under "Service to the Public Schools" above.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	34
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	26	White, Not Hispanic Origin	39
	Other	0	Other	1
	<b>Total</b>	<b>38</b>	<b>Total</b>	<b>77</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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	1
	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>1</b>

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

<b>Masters</b>	
MEAN GPA	3.12
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	13		39	
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	1	12	36	1		1
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	38	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.	4.00	3.91
preparation to use technology.	3.20	3.91
preparation in instructional leadership.	3.73	3.91
preparation to assist teachers in meeting the needs of diverse learners.	3.47	3.91
Number of Surveys Received	15	11
Number of Surveys Mailed	29	29