

IHE Master's of School Administration Performance Report

UNC-Pembroke

2006 - 2007

Overview of Master's of School Administration Program

The MSA Program seeks educators who want to take the lead in transforming schools into exciting and challenging environments that provide success for every student every day. Throughout the 42-semester hour program, candidates are engaged in a standards-based (North Carolina Standards for School Administration and the Interstate School Leaders Licensure Consortium standards) curriculum. Course content is crafted to insure that knowledge and theory are clearly connected to the realities of practice. The program emphasizes: (1) acquisition of knowledge, understanding, skills, and dispositions necessary for visionary principals and assistant principals; (2) advancement of personal and educational platforms that embody an ethical and moral commitment to diversity and equity; (3) attainment of organizational process skills that support transforming educational structures and programs that will promote universal student proficiency; and (4) productive application of content knowledge and theory to the problems of practice through an intensive ten-month clinical internship. Eighty-one students are currently enrolled. Twenty-one students are Principal Fellows. Of the eighty-one students enrolled in the MSA program during the 2006-2007 school year, twenty served as Assistant Principals while completing the degree requirements. An intense study of the MSA program recently resulted in a revised program with a reduction in the number of required credit hours, effective Fall 2007.

Special Features of the Master's of School Administration Program

Our MSA program was recently reaccredited through 2012 by NCATE and was approved for continuation by NCDPI until that time as well. Instructional leadership, especially in the current accountability environment, is one of the core content strands of the program. As a result, graduates are eligible to obtain licensure in two areas – School Administrator (Level I) and Supervisor. The program continues to create on-line courses to better serve busy professional educators. Currently, 4 of the 13 courses in the program are either fully or partially on-line. In addition, there are two distance education cohorts taught face-to-face. First-year Principal Fellows participate in two seminars monthly intended to expand and enrich course content, provide sharing and networking opportunities, and offer opportunities for leadership, promote reflection and personal/professional growth from feedback obtained through an array of self-assessments. Seminar presenters are practicing school site and central office administrators who bring expertise in such topics as English Language Learners, Serving the Needs of Diverse

School Populations, Differentiated Instruction in the Classroom, and Coaching Teachers to Expand Components of Effective Lesson Design. All principal interns meet monthly with their supervisors to discuss issues, concerns, and high points of the internship as well as a focus topic collaboratively agreed upon based on the needs of the group. In response to recent North Carolina legislative action (HB11), the Department of Educational Leadership began a school administration add-on license program in July 2006 with 42 students enrolled.

Direct and Ongoing Involvement with and Service to Public Schools

In 2006-2007, faculty provided a wealth of long- and short-term services to school administrators, including mentoring, grant-writing, consultation, professional development, and coursework. Coursework includes two distance education cohorts, Gaston County and Rowan/Stanly County, with courses delivered face-to-face in convenient locations so that those school systems can encourage the development of principals within their own locales. Twenty-two candidates completed the MSA in Gaston County this spring, with ten having received appointments as assistant principals during their internships; 13 candidates in the Rowan/Stanly County cohort have completed their first year in the MSA program, with four having been appointed as assistant principals as of June 2007. In response to North Carolina legislative action (HB11), the Department of Educational Leadership began a school administration add-on license program in July, 2006, with 42 students enrolled. Of the forty-two candidates, 37 will begin their internship in Fall 2007, and three currently serve as assistant principals. Faculty have conducted workshops and professional development for principals on topics such as teacher empowerment, needs of gifted students and how to support their teachers, and the use of student assessment data for decision-making and planning for school wide changes. Faculty have consulted with individual principals and central office administrators in relationship to issues of assessment, curriculum, school climate, and parent involvement, e.g., interpreting standardized test scores, designing strategies for involving LEP parents in home tutoring projects, discussing results of cultural audits of their schools, developing plans for recruitment and retention of principals, approaching issues of achievement and curriculum re-design in low performing schools, designing and implementing a plan for gifted students, developing or reviewing grant proposals, and discussing the technology program. Faculty have assisted principals with broader organizational topics, including improving their School Improvement Plans and School Improvement Teams, structuring school committees and making strategic teacher appointments to those committees, evaluating and improving Personal Education Plans, and managing the budget.

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
Charlotte Mecklenburg Schools: Development of principals	Collaborative development of a grant proposal to the Broad Foundation for a \$6.8 million project that will involve a 3-year collaboration with UNC Charlotte and other partners to create a Promising Leaders Program (PLP). The PLP will identify and recruit CMS individuals with exceptional leadership potential and develop them into outstanding principals.	Faculty in the Department of Educational Leadership met throughout the spring semester with CMS representatives to develop the grant proposal. If funded, PLP applicants will be recruited into two 30-member cohorts from a variety of sources, including CMS staff, members of the Principal Fellows and Teaching Fellows programs, and Teach for America alumni. The PLI will support a problem-based learning model, incorporate extensive research on effective school leadership, and integrate best practices from school leadership programs nationwide. There will be an intensive 5-week summer program, a 10-week school residency, ongoing seminars and other academic work with UNC Charlotte faculty, and extensive mentoring and support from experienced principals and Bank of America executive coaches.	The grant proposal has been completed and submitted. If funded, PLP graduates will be assigned as principals or assistant principals in CMS. Each newly placed PLP graduate will receive additional mentoring, coaching, and academic training through the first three years on the job. The program and its outcomes will be assessed by external evaluators.

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Piedmont Triad Educational Consortium – Aspiring Principals Program. MSA Faculty member: Ann McColl, J.D.	Focus on solving real problems of the kind they will confront as administrators and legal aspects of the principalship	Professional development through case study analysis	Participants demonstrated a deeper understanding of legal aspects through the professional development activities. Formal assessment will be conducted by the Piedmont Triad Education Consortium.
Alamance Burlington Schools and MSA faculty member Ann McColl, J.D.	Focus on developing effective implementation strategies for legislation enacted in 2006	Professional development activities that created hands-on opportunities to create strategies for addressing issues such as the changes in requirements for school improvement plans.	Participating school administrators demonstrated a greater understanding of new legal responsibilities from the legislation as compared to initial levels of understanding before the professional development sessions. Alamance Burlington Schools will evaluate the effectiveness of the program more formally.
(1) Principals’ Executive Program (statewide) and (2) NCDPI Safe Schools Conference: MSA Faculty member Ann McColl, J.D.	(1 and 2) Focus in on safe schools by helping administrators better understand laws and create effective practices	(1 and 2) Professional development with an emphasis on creating effective school-level practices and plans for safe schools.	(1 and 2) Individual feedback demonstrated that principals are applying information to improve school-based practices. (1) Formal assessment is conducted by the Principals’ Executive Program. (2) Formal assessment is conducted by NCDPI.

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Principals re: Teacher empowerment through Southwest Education Alliance. Faculty member: James Lyons	The goals of this five-month- long professional development activity were to enhance principals' ability to (1) treat teachers in a more professional manner and (2) empower teachers to play a greater role in school-level planning and decision-making.	Extended introductory session with demonstrations; discussion; articles on teacher empowerment; many handouts for use that day and in the follow-up period; and use of the book: "Teacher Empowerment: What Successful Principals Do" by Blase and Blase. Besides articles, the distributed materials included surveys that principals can use to determine extent to which teachers feel empowered; handouts on techniques demonstrated for empowering teachers; strategies to actively involve teachers in school level planning and decision-making, e.g. setting up teacher-staff committees with genuine responsibilities, such as improving school climate, selecting a teacher of the year, and making curriculum changes. Follow-up was conducted throughout the spring semester with extensive email and telephone support pertaining to participating principals' questions and concerns,	All participants in the introductory session and in the follow-up contacts indicated understanding of and appreciation for the content, particularly the demonstrated strategies. They remarked on the usefulness of the distributed materials during the extended introductory session and, more importantly, referred to them positively during follow-up email and telephone sessions with Dr. Lyons. The SWEA Director received numerous comments throughout the year about how the strategies really worked and how the materials were so useful to the principals. End-of-year teacher surveys typically conducted in most school systems will provide additional data about teachers' perceptions of principals' work in teacher empowerment.

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		such as how to make sense of survey data once they began to collect it, how to selectively empower the most appropriate teachers, and deliberative strategies for creating the most effective committees with a balance of teacher selection and principal appointment.	
Union County Schools with Total Quality Education Coordinator re: principal recruitment and retention. Faculty member: James Lyons	There were two purposes in this consultation and collaboration: (1) How to more effectively recruit principals? (2) How to more effectively retain principals?	(1) For recruiting, Dr. Lyons shared articles on how to recruit principals – strategies, techniques, places to advertise (journals, conferences, and newsletters) with the Total Quality Education Coordinator and other central office personnel. (2) For the retention question, Dr. Lyons shared a variety of retention strategies and worked with central office personnel on the development, implementation of these strategies, particularly the critical importance of assigning a mentor. Union County does not have a mentoring system in place for principals, and previous mentoring efforts had involved	(1) For recruiting, the central office has adopted and is refining most of the strategies for recruitment. They will report the actual results of their recruitment efforts by the time the 2007-08 school year begins. (2) In terms of mentoring principals, the LEA has expanded their previous design for mentoring by deciding to identify each year the new principals most in need of mentoring and to hire outside administrators for this assistance. They recognize the probable need for all principals to have some on-going mentoring, but that the overall effort needs funding and

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		<p>finding a retired administrator to work with one or two principals. To model best practices and continue to help the county design a mentoring program, Dr. Lyons served as an official mentor for two new high school principals for the 2006-07 school year. This mentoring involved visiting with them at their schools once a month and keeping in regular contact by phone and email. Dr. Lyons worked with The Total Quality Education Coordinator on how to expand this limited mentoring model and implement across the LEA with other skilled administrators who would not be in a direct evaluative line for new principals.</p>	<p>will take time to fully implement.</p>
<p>Richfield Elementary, Stanly County Public Schools. Faculty member: Mickey Dunaway</p>	<p>Assist Richfield principal and School Improvement Team in the development of the School Improvement Plan (SIP)</p>	<p>Reviewed past Richfield SIPs and met with the principal individually to discuss strategies to improve the planning process. Met with SIT throughout the process of developing the plan.</p>	<p>Upon review of the finalized SIP, the 2006-07 plan showed improvement in specifics and measurability of goals.</p>

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Gaston County Schools	At the request of the Gaston County Schools, to provide MSA coursework through face-to-face distance education to a cohort of Gaston County employees in order to help Gaston County “grow their own” principals and assistant principals	MSA program coursework, internships in Gaston County Schools, mentoring, and school-based supervision and regular interactions with sitting principals.	Twenty-two candidates graduated in May 2007. During the 2006-07 school year, 10 of the 22 candidates became assistant principals.

Support for Beginning Administrators

During spring 2007, the EDLD faculty began formal collaboration with Charlotte-Mecklenburg Schools in plans for principal development and retention. The Broad Foundation specifically identified urban school districts that could compete for its 6.8 million dollar grant. CMS leaders and UNC Charlotte Educational Leadership faculty met and engaged in a series of talks that led to writing the grant. Broad will make official notification of awards in late June 2007. If funded, the school district in collaboration with the EDLD faculty and other partners will work to create a Promising Leaders Program (PLP) to identify, recruit, and retain individuals in the district with exceptional leadership potential and develop them into outstanding principals. EDLD Faculty continued its collaborative involvement with Piedmont Triad Education Consortium for beginning school administrators through the Aspiring Leaders Program. Faculty presented case study analysis of problems in which leaders-in-training work to solve real problems of the kind they will confront on the job. Faculty served as mentors to beginning principals who were identified by their district as most in need of additional development and ongoing mentoring. Faculty met with district personnel to provide leadership in developing a district-wide mentoring, support, and retention model for beginning principals. Faculty serving as university internship supervisors provided mentoring and individual professional growth to interns in Gaston County, Cabarrus County, Union County, and Rowan County who received assistant principalships while completing their degree requirements. Faculty continued responding to requests of newly-appointed administrators for strategies to address personnel issues, morale building, school improvement teams, and ESL population student performance.

Support for Career Administrators

When making on-site visits, faculty supervisors of interns often meet with school principals at the request of those principals. These supervisor-principal meetings become professional development opportunities for the principal and coaching sessions for the supervisor. Faculty provided specific professional development activities to principals that will enhance their knowledge of teacher empowerment, teacher recruitment, and teacher retention, survey data analysis, and school improvement team processes. Faculty provided a series of professional development activities to administrators in developing a greater understanding of new legal responsibilities and effective implementation strategies for legislation enacted in 2006. Faculty provided professional development to career administrators state-wide to accelerate their growth in targeted areas such as access to and progress of students with disabilities in the general education curriculum, school improvement through effective school improvement plans, effective implementation policies that address student and community diversity, student personalized education plans, and promotion and retention decisions.

II. CHARACTERISTICS OF STUDENTS

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

Full Time						
	Male			Female		
Graduate	American Native	Indian/Alaskan	0	American Native	Indian/Alaskan	1
	Asian/Pacific Islander		0	Asian/Pacific Islander		0
	Black, Not Hispanic Origin		3	Black, Not Hispanic Origin		9
	Hispanic		0	Hispanic		0
	White, Not Hispanic Origin		5	White, Not Hispanic Origin		21
	Other		0	Other		0
	Total		8	Total		31
Part Time						
	Male			Female		
Graduate	American Native	Indian/Alaskan	0	American Native	Indian/Alaskan	0
	Asian/Pacific Islander		1	Asian/Pacific Islander		0
	Black, Not Hispanic Origin		2	Black, Not Hispanic Origin		1
	Hispanic		0	Hispanic		0
	White, Not Hispanic Origin		10	White, Not Hispanic Origin		31
	Other		0	Other		0
	Total		13	Total		32

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

Masters	
MEAN GPA	3.19
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	43		2	
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	19		3		
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		1	2	18	1	
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	45	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.	3.11	3.5
preparation to use technology.	3.14	3.61
preparation in instructional leadership.	3.24	3.44
preparation to assist teachers in meeting the needs of diverse learners.	3.26	3.44
Number of Surveys Received	35	18
Number of Surveys Mailed	51	51