

IHE Master's of School Administration Performance Report

UNC-Greensboro

2006 - 2007

Overview of Master's of School Administration Program

The MSA Program at UNCG is a 42 semester hour program that merges graduate classroom preparation and field-based practicum experiences to provide students with the knowledge, skills, and dispositions that will help them be competent and effective building level administrators and school leaders who work toward school improvement and social transformation. The objectives of the MSA program are to offer a coherent preparation program to students who demonstrate the likelihood of being successful P-12 school administrators; initiate and test innovative program elements and build on successful program ideas; incorporate adult learning delivery strategies, such as problem-based learning, educational platforms and reflection, and case study methods; and incorporate ongoing clinical experiences that culminate in the equivalent of a full year internship. Working collaboratively, faculty in the MSA program create opportunities for student learning that respond to the strengths, challenges, and experiences each student brings to his/her preparation as a prospective school principal. As they teach, supervise, and counsel students, MSA faculty provide a model of collaborative reflective practice, which students learn to understand and use in their classrooms and field-based experiences in the program. Students who complete the MSA meet licensure requirements for the Level I Certificate in School Administration. The program provides two options for students to complete the program (full-time and extended); the full-time option meets the unique requirements of the Principal Fellows Program. In 2006-07, department faculty supervised administrative interns in Guilford, Rockingham, Alamance, Randolph, Asheboro City, Davidson, Winston-Salem/Forsyth, Union, and Charlotte-Mecklenburg school districts.

Special Features of the Master's of School Administration Program

A central feature of the MSA program is the integration of intellectual, social, and reflective inquiry to prepare school leaders who work toward a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation. Hallmark projects in the program that help achieve this macro objective are the School Culture Analysis (completed in ELC 660, The Principalship); the Organizational Analysis (completed in ELC 691, School Organization and Leadership, with follow-up activities in ELC 675, Schools as Centers of Inquiry, and other courses); the Field-Based Research Project (completed in ELC 675, Schools as Centers of Inquiry); the Personal Leadership Platform (draft completed in ELC 660, The Principalship); the School Covenant (completed in ELC 670, Leadership for Teaching and

Learning); the School Policy Scan and the Policy Brief (completed in ELC 694, Educational Governance and Policy); the Advocacy Initiative Plan and Assessment (completed in ELC 690, Practicum); and the Ethical Statement (completed in ELC 687, Legal and Ethical Dimensions of Leadership). In 2006-07, the Department of Educational Leadership and Cultural Foundations (ELC) continued to develop new online/distance education components for a number of courses to add to the department's menu of online options, and developed additional research, teaching, and service opportunities in experiential education. The department continued to refine the capstone experience in which graduating students prepare and defend a portfolio of their work, including a reflective essay on their learning and experience in the MSA program. Requirements for the MSA program, including internships, are aligned with the standards of the Educational Leadership Constituent Council (ELCC), Interstate School Leaders Licensure Consortium (ISLLC) and North Carolina Department of Public Instruction. In order to facilitate candidates' participation in MSA programs, ELC offered off-campus MSA and Ed.D. programs for Guilford County Schools (GCS), as well as an Ed.S/Ed.D program with the Alamance-Burlington School System (ABSS). Planning also occurred for an MSA cohort program with the Randolph County Schools. These cohorts were initiated in response to districts' requests.

Direct and Ongoing Involvement with and Service to Public Schools

The SOE and ELC offered the Educational Leadership Institute in summers 2004, 2005, and 2006 for 100 Piedmont Triad school administrators each year. In June 2006, participants attended a keynote address by the State Superintendent of Public Instruction, as well as 4 breakout sessions that focused on student achievement, equity, and other current education issues. Faculty provided services to schools including membership on the Rockingham County Schools Continuous Improvement Monitoring System Team, which evaluated the district's special education program; participation in the planning of Northern High School in Guilford County, a secondary professional development school site; leadership development workshops; a program with a GCS middle school to study student engagement; membership on the Guilford Preparatory Academy (charter school) Board of Directors; and collaboration with Asheboro City Schools to improve achievement levels of Hispanic students. The department provided support and professional development to teachers, including workshops on Cultural Proficiency and School Cultural Analysis; Inclusive Practice in Elementary, Middle and High Schools; Leadership Development for teachers in Ohio, Tennessee, Georgia and other Southeastern schools; and creation of action plans for the improvement of the curriculum of a Guilford County open school. Faculty made presentations to Teacher Cadets, as well. Faculty members served on the Board of Directors of ARC of Greensboro and counseled for the Macedonia Family Center in High Point.

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
UNCG/Guilford County School Partnership: The Department of Educational Leadership and Cultural Foundations with Guilford County Schools	<p>NCBOE goals: • NC public schools will be led by 21st century professionals • Leadership will guide innovation in North Carolina public schools • NC public schools will produce globally competitive students. The purpose of the UNCG/GCS Partnership is simultaneous renewal and program improvement in the following areas: 1. Teacher education preparation 2. PK-12 student achievement 3. Research/knowledge development 4. Professional development for both the university and school district Recruitment and retention of teachers and administrators</p>	The GCS-UNCG Partnership is designed to bring the expertise and resources of the school district and university together in a collaborative effort to improve the education of all students and the preparation of 21st century educational leaders, including teachers, administrators, and support personnel.	At monthly meetings, the Dean and Associate Dean of the School of Education, the Superintendent of Guilford County Schools, faculty and other administrators discuss issues of mutual concern and growth, including support of school leadership. The partnership has resulted in the development of MSA and Ed.S./Ed.D. cohorts and work with the new high school Professional Development School (see below). For additional information about this partnership, please see the Undergraduate/graduate SEC table.
Off-Campus Administrator Ed.S. and Ed.D. Programs: The Department of Educational Leadership and Cultural Foundations with Alamance-Burlington School System (ABSS) Partnership and The School of Education with Guilford County Schools	NCBOE goals: • NC public schools will be lead by 21st Century professionals. The goal of these partnerships is develop programs that are responsive to district needs, to prepare and support administrators at accessible locations, and to provide the opportunity for strong	Courses in these MSA, Ed.S. & Ed.D. programs are offered at school-district sites. Candidates in the GCS cohort were collaboratively selected by GCS and UNCG.	Eight students ABSS administrators are participating in a doctoral cohort, which began coursework in spring 2006. Ten GCS administrators are participating in a doctoral cohort and 25 candidates are participating in two GCS master's-level cohorts. Costs for the GCS cohorts are paid by the school district.

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(GCS) Partnership; Off-Campus Administrator MSA Programs: The Department of Educational Leadership and Cultural Foundations with Guilford County Schools (GCS) Partnership – 2 cohorts	cohort experiences, with close learning relationships among candidates and between faculty and candidates.		
Planning Northern Guilford Professional Development High School: The School of Education, including Department of Educational Leadership and Cultural Foundations, with Guilford County Schools	NCBOE priorities: • NC public schools will be lead by 21st Century professionals. • NC public schools will produce globally competitive students. • Leadership will guide innovation in NC public schools. The goal of this project was to develop, collaboratively, a professional development school that reflected 21st century goals for students, led by 21st century professionals.	Approximately 30 NGHS faculty and 15 UNCG faculty members have participated in professional development sessions, and have met as groups separately and jointly to develop a mission, belief statements, and program plans.	Approximately 30 Northern Guilford High School faculty and 15 UNCG faculty members from the Departments of Curriculum and Instruction and Educational Leadership and Cultural Foundations and school-based administrators and teachers participated in professional development sessions, developed mission and belief statements, and program plans; attended the annual conference of the national Professional Development Schools organization; and held meetings with community leaders and parents. Department faculty have worked closely with the principal and other administrators as they developed their roles and planned the new school. The school will open in 2007-08.

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
Principal's Training in Special Education The Department of Educational Leadership and Cultural Foundations with Scotland County Schools	NCBOE goals: • NC public schools will be lead by 21st Century professionals. • Leadership will guide innovation in NC public schools. The goal of the program is to provide professional development for building level administrators in the area of special education.	An ELC faculty member with expertise in special education and administration has participated as a member of a planning team that is developing professional development activities. Delivery of professional development began in August 2006.	A professional development plan was developed that included large group meetings with all administrators in fall 2006, professional development projects at three middle schools with school improvement teams, face-to-face and e-coaching with principals, and development of resource materials for administrators in the areas of special education leadership, equity-driven decision making, and school improvement.
Collaboration to Improve the Academic Achievement of Hispanic Students The Department of Educational Leadership and Cultural Foundations with Asheboro City Schools	NCBOE goals: • NC public schools will be lead by 21st Century professionals. • NC public schools will produce globally competitive students. • Leadership will guide innovation in NC public schools. The goal of the partnership is to improve the achievement of Hispanic student in Asheboro City Schools.	The project worked with teachers and administrators to study how they were interacting with and responding to their growing Latino population. Interviews and observations were conducted and these data were analyzed.	A report was presented to the Asheboro City Schools in late 2006 and subsequent discussion about next steps will occur.

Support for Beginning Administrators

A clinical faculty member was hired for 2006-2007, part of whose responsibilities was to spearhead the implementation of the principal support network. She has done so through a partnership with the Guilford County Schools and by working with the Principal's Executive Program. The SOE and ELC offered the Educational Leadership Institute in summers 2004, 2005, and 2006 for 100 Piedmont Triad school administrators each year. In June 2006, participants attended a keynote address by the State Superintendent of Public Instruction, as well as 4 breakout sessions that focused student achievement, equity, and other current education issues. ELC faculty members maintain regular contact with recent graduates and support their efforts in various ways as they become assistant principals and principals. Because of the shortage of educational administrators, many regional systems have turned to emergency licenses to fill positions. These administrators must become fully licensed within two years. As a result, they enter the MSA program and MSA faculty work with them simultaneously as students and as beginning administrators. In order to facilitate candidates' enrolling in and completing MSA programs, and thereby to assist in easing the administrator shortage, ELC offered a third off-campus MSA program for GCS employees, an Ed.D./Ed.S program with the Alamance-Burlington Schools System was initiated in spring 2006, and a similar program was implemented for GCS in fall 2006, and an MSA cohort was planned with the Randolph County Schools and will commence in fall 2007.

Support for Career Administrators

As described in "Support for Beginning Administrators," a clinical faculty member was hired for 2006-2007, part of whose responsibilities was to spearhead the implementation of the principal support network. She has done so through a partnership with the Guilford County Schools and by working with the Principal's Executive Program. The SOE and ELC offered the Educational Leadership Institute in summers 2004, 2005, and 2006 for 100 Piedmont Triad school administrators each year. In June 2006, participants attended a keynote address by the State Superintendent of Public Instruction, as well as 4 breakout sessions focused student achievement, equity, and other current education issues. Department faculty also provided consultation and other services schools including the Secondary Principals Partnership Collaborative with the GCS and Rockingham Counties, a project that developed a principals' network and focused on support for ninth graders' transitions to high school; leadership development workshops; and collaboration with Asheboro City Schools to enhance achievement levels of Hispanic students.

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		1
	Black, Not Hispanic Origin		7	Black, Not Hispanic Origin		19
	Hispanic		0	Hispanic		0
	White, Not Hispanic Origin		13	White, Not Hispanic Origin		22
	Other		2	Other		1
	Total		22	Total		44
Part 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		0	Black, Not Hispanic Origin		9
	Hispanic		0	Hispanic		0
	White, Not Hispanic Origin		8	White, Not Hispanic Origin		18
	Other		0	Other		1
	Total		8	Total		29

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

Masters	
MEAN GPA	3.23
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	18		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	1		7	3		
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded			6	4	3	5
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	28	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.	3.71	3.85
preparation to use technology.	3.47	3.62
preparation in instructional leadership.	3.69	3.54
preparation to assist teachers in meeting the needs of diverse learners.	3.76	3.85
Number of Surveys Received	17	13
Number of Surveys Mailed	25	25