

IHE Master's of School Administration Performance Report

UNC-Pembroke

2006 - 2007

Overview of Master's of School Administration Program

The Master of School Administration (MSA) Program at the University of North Carolina at Pembroke (UNCP) began as a collaborative degree program with East Carolina University. Through legislative action taken by the North Carolina General Assembly and the UNC Board of Governors, UNCP received approval to reinstitute its MSA program in July 2000. The MSA program at UNCP is housed in the School of Education and partners with the School of Graduate Studies to deliver the program. The performance indicators of the North Carolina Standards for School Administrators and the Interstate School Leaders Licensure Consortium (ISLLC) provide overarching guidance for the program. Professional and experienced faculty, all of whom hold the terminal degree, lead and teach in the program. The primary instructional approaches used to present course content reflect a constructivist model of teaching and learning that includes interactive seminars in which the professor and students engage in meaningful verbal inquiry into relevant educational issues. Other teaching methodologies include cooperative problem solving, case study reviews, interactive technology based exercises, and discussions of varied field-based experiences. The MSA program prepares students to meet the licensure requirements for the School Administrator Level I. The enrollment pattern is typically four semesters and two summer sessions, on a part-time basis.

Special Features of the Master's of School Administration Program

The MSA program is developed around the ISLLC and ELCC standards and requires a total of 38 semester hours of core courses including a yearlong internship in which students develop an extensive reflective portfolio to demonstrate the acquisition of the necessary knowledge, skills and dispositions for effective school leadership. The School Administration Add-on Licensure is a 20 hour program consisting of 4 courses and a year-long internship. Candidates are provided with a plan of study after careful review of their Master's transcripts. A pre-post self-evaluation process is used in the internship to assess areas of strength as well as areas of needed professional growth. The candidates enrolled in the program reflect the diversity of southeastern NC and contribute to the pool of Native Americans, African Americans, and women who become school leaders. Students entering the MSA program and candidates that apply to the School Administration Add-on program must have completed 3 years of teaching experience, as well as meet graduate admissions requirements for the MSA degree program and the School Administration Add-on program. The topic of school improvement is emphasized throughout the

program curriculum. Candidates develop and implement multiple school improvement projects, including school change projects, school climate studies, demographic profile studies of their county and school, and action research projects focusing on such issues as high school reform, analysis of the NC Teacher's Working Conditions Survey, the expansion of minority enrollment in classes/programs for advanced learners, dropout prevention, recruiting and retention issues, and parental involvement. Candidates for graduation must pass an intensive oral examination administered by a MSA faculty panel. While completing the program, many candidates are appointed to administrative positions, which typically include assistant principal and central office positions. The MSA program conducts an annual survey to assess the needs of candidates. Survey results have been used to make program improvements, including offering a variety of course formats (e.g., hybrid courses), online guided elective courses, revised course scheduling, and revisions to the program curriculum. Due to the number of candidates in the MSA program and the School Administration Add-on Licensure program, multiple sections have been offered this academic year. A positive working relationship continues between the MSA program and the Principals' Executive Program (PEP). Candidates are encouraged to participate in PEP professional development course offerings, and guest speakers from PEP regularly make presentations in MSA classes throughout the year. The MSA program is further strengthened by school leaders from the area who serve as adjunct faculty members and as advisors to the program. Also, a number of staff members from regional LEAs, consultants from the NCDPI, members of the State Board of Education, staff from the UNC Institute of Government, attorneys from the Schwartz & Shaw Law Firm, professors from School of Government at UNC Chapel Hill, Legal Council to the NC School Boards Association, and staff from the NC Association for School Administrators (NCASA) served as guest presenters in courses.

Direct and Ongoing Involvement with and Service to Public Schools

Faculty members in the MSA program have regular contact with the public school districts in the UNCP service region, which extends throughout southeastern NC. During the academic year, the MSA program was offered to two off-campus cohorts operating from the Sandhills Community College and Richmond Community College campuses. These cohorts primarily served students from Anson, Chatham, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, and Scotland Counties to help meet the administrative personnel needs of those school systems. There are 15 students in the Sandhills cohort that began fall 2006 and who will begin their yearlong internship in fall 2007. Five to 7 additional students may join the cohort in the fall for major courses due to their acceptance into the add-on program. The Richmond Community College cohort was implemented as a direct request from the superintendents of Anson and Richmond school districts. Seventeen interns who began their yearlong internship last spring, graduated in December 2006. The SOE currently is exploring the possibility of expanding off-campus cohorts to other counties, such as Harnett, in response to special requests from school districts in the region. During this school year, MSA faculty supervised administrative interns in the following 13 school districts: Anson, Bladen, Clinton City, Cumberland, Columbus, Hoke, Moore, Montgomery, Richmond, Robeson, Sampson, Scotland and Whiteville City. Other services to these districts included professional development sessions on classroom management, confidentiality, professionalism, leadership qualities, content literacy strategies, writing across the curriculum, school law, and informational sessions about administrative training and licensure. In December 2006, the MSA Program hosted a visit with the "Manning" Priority High

School Leadership Teams (51 administrators) and representatives from the Principals' Executive Program. Regional principals and MSA candidates were invited. Facilitated by MSA faculty, panelists representing the Priority High School Leadership Teams responded to questions, and "break out/job-alike groups" discussed issues of concern. Hoke County contacted the MSA program in November to work with them in developing an academy for assistant principals. After numerous phone conversations and face-to-face meetings with three members of the MSA faculty and SOE Dean, the program was put on hold until September 2007. In July 2007, the MSA program and the SOE will sponsor a two-day workshop for principals focusing on Teacher Recruitment and Retention. During spring and fall semesters, a MSA faculty member conducted a 3-hour workshop on school law for undergraduate student interns from UNCP and St. Andrews College prior to their student teaching. A MSA faculty member conducted a workshop on interviewing skills for prospective Teaching Fellows and their families. MSA faculty members serve on numerous committees in the community (i.e., Advisory Committee for the Math, Science, and Technology Academy at Scotland High School, Robeson County Early College Committee, and Robeson County Recruiting and Retention Committee).

<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Summary of the Outcome of the Activities and/or Programs</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Robeson, Richmond, Scotland, and Whiteville City *** Charter Schools: Academy of Moore County, Alpha Academy, Communities In School (CIS) Academy, Laurinburg Homework Center, and Sandhills Theatre Arts Renaissance</p>	<p>Strong preparation of tomorrow’s school leaders</p>	<p>Through the UNCP Professional Development Collaborative (PDC) and ongoing school partnership activities, the following areas were given emphasis: (1) collaborative professional development; (2) collaborative program development.</p>	<p>Collaborative Professional Development - As a result of collaboration with school partners, the SOE: (1) Held 4th Annual MSA School Leadership Conference for regional teachers and administrators. (2) Funded action research projects having the greatest potential for school improvement, increasing student achievement, and improving home/school collaboration. (3) Provided professional development for faculty to develop and deliver courses online. ***** Collaborative Program Development - As a result of collaboration with school partners, the SOE: (1) Developed additional guided elective courses targeting critical issues facing school leaders. (2) Implemented an add-on licensure program in school administration. (3) Implemented a revised add-on licensure program in curriculum & instruction.</p>

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
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Robeson, Richmond, Scotland, and Whiteville City ***** Charter Schools: Academy of Moore County, Alpha Academy, Communities In School (CIS) Academy, Laurinburg Homework Center, and Sandhills Theatre Arts Renaissance</p>	<p>Ongoing efforts to recruit, retain, and support beginning and career teachers and administrators</p>	<p>Through the UNCP Professional Development Collaborative (PDC) and ongoing school partnership activities, the following areas were given emphasis: (1) collaborative program development. (2) increased accessibility to courses/programs. (3) collaborative professional development.</p>	<p>Collaborative Program Development - As a result of collaboration with school partners, the SOE: (1) Funded school change projects that focused on strengthening the leadership skills of the aspiring/beginning administrators. (2) Refined course content to provide increased emphasis on teacher recruitment and retention, teacher empowerment, working conditions, and school climate. ***** Increased Accessibility To Courses/Programs - As a result of collaboration with school partners, the SOE: (1) Started a new off-campus MSA program cohort to serve high-need, rural schools/districts. (2) Developed additional online/hybrid courses in the MSA program. ***** Collaborative Professional Development - As a result of collaboration with school partners, the SOE: (1) Held 4th Annual MSA School Leadership Conference for regional teachers and administrators on topics related to current and future challenges, issues, and concerns in</p>

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
			developing and leading “good to great” schools. (2) Provided workshops requested by LEAs targeting identified school/district improvement goals.

Support for Beginning Administrators

The SOE provides ongoing support for MSA program participants/graduates as they become assistant principals and principals, as well offering support for other beginning administrators hired by area school districts. The implementation of the School Administration Add-on Licensure program supports newly hired assistant principals with a master's degree by providing an opportunity to complete the licensure requirements in fewer hours than the MSA Degree Program. Also, beginning administrators benefit from having the ongoing support of MSA faculty while in that new position. To support the continuing professional growth of new administrators, MSA faculty visit schools and respond to requests for advice on topics ranging from school law to personnel issues. Guest speakers visit courses, and program candidates can contact these experienced professionals for follow-up consultation on topics such as policy or school law. Because of the shortage of school-based administrators, many school systems have utilized the provisional license to fill administrative positions. Novice administrators in this group frequently contact MSA faculty to discuss day-to-day building-level challenges. Beginning administrators were invited to the "Manning" Priority High School Leadership Teams session, and regional administrators will be invited to attend the July Teacher Recruitment and Retention Workshop, both events sponsored by the MSA Program and the SOE. Beginning in September 2007, the MSA program will deliver a year-long Assistant Principal Leadership Institute for Hoke County Schools. A similar training opportunity is being planned for Anson, Richmond and Robeson County schools following additional summer meetings with MSA faculty and LEA representatives. Faculty write recommendations for program graduates who apply to doctoral programs, and/or who apply for administrative positions. Candidates are offered the opportunity to send their resume to MSA faculty to distribute to superintendents, assistant superintendents or human resources staff members who are searching for quality administrative candidates. Faculty inform candidates of the appropriate parties to contact for follow-up.

Support for Career Administrators

SOE faculty members provide continuing support to graduates of the MSA program throughout their careers, as well as providing assistance to other area administrators. In the summer of 2006, UNCP began advertising to LEAs an add-on licensure program in school administration that provides an opportunity for continuing professional growth for administrative personnel in the region. The add-on program has become a very popular option as part of the MSA program. In July 2007, the SOE and the MSA program will sponsor a two-day workshop on Teacher Recruitment and Retention designed for licensure renewal credit for career administrators. Administrators throughout the region will be invited to this workshop. The workshop will assist career administrators in fostering a positive working environment in their schools. It is also a vehicle for administrators throughout southeastern North Carolina to network with their peers. Each year, in conjunction with the Chancellor's Office, the SOE hosts a fall semester meeting of regional superintendents to collaborate on ways to address needs, including the shortage of school-based administrators in local LEAs. The Dean of the SOE attends

monthly meetings of the Sandhills Regional Consortium to discuss with area superintendents professional development needs of career administrators in their districts and respond appropriately. During the 2007-2008 school year, the SOE will collaborate with the Hoke County Schools to sponsor an academy for assistant principals. During this academy, school leaders will hear guest speakers provide updates on state policies and will participate in discussions related to leadership issues and challenges.

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	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
Part Time							
	Male			Female			
Graduate	American Native	Indian/Alaskan	6	American Native	Indian/Alaskan	10	
	Asian/Pacific Islander		0	Asian/Pacific Islander		0	
Black, Not Hispanic Origin		9		Black, Not Hispanic Origin		21	
Hispanic		0		Hispanic		0	
White, Not Hispanic Origin		28		White, Not Hispanic Origin		58	
Other		0		Other		0	
Total			43	Total			89

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

Masters	
MEAN GPA	3.51
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	14		53	
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						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		7	27	22	7	4
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	22	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.	4.00	3.83
preparation to use technology.	3.43	3.71
preparation in instructional leadership.	4.00	3.71
preparation to assist teachers in meeting the needs of diverse learners.	3.86	3.43
Number of Surveys Received	7	7
Number of Surveys Mailed	20	20