

# **IHE Master's of School Administration Performance Report**

**UNC-Wilmington**

**2006 - 2007**

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## **Overview of Master's of School Administration Program**

The Master of School Administration (MSA) Program is comprised of the four essential core conditions as defined by the Southern Regional Education Board: (1) University/district partnerships for principal preparation; (2) Emphasis on knowledge and skills for improving schools and raising student achievement; (3) Well planned and supported field experiences; and (4) Rigorous evaluation of participants' mastery of essential competencies and program quality and effectiveness. The MSA program is aligned with the Watson School of Education (WSE) Conceptual Framework, the Educational Leadership Constituencies Council (ELCC), the Interstate Leaders Licensure Consortium (ISLLC) Standards, and the North Carolina Standards for Educational Leaders. The conceptual framework serves as the core of the MSA program by stipulating the development of highly competent professionals to serve in educational leadership roles through: Ethical and Professional Standards, Informed Decision-making, Reflective Practice, Pedagogy, Diversity, Content Knowledge, Effective Communication, and Technological Competencies. The WSE faculty is highly qualified and committed to modeling best professional practices in scholarship, service, teaching, supervising, mentoring, and advising. Public school practitioners also teach in the MSA program, and assist faculty in guiding the program design and ensuring currency. MSA faculty developed the School Administration add-on licensure program during the 2006 – 2007 academic year for individuals who have already completed graduate degrees in other areas.

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

The MSA faculty has modified several components this year that support the development of planning, organization, decision-making skills, and assessment by the candidates. The first feature is the reformatting of all MSA coursework to take place one night per week in a rotating schedule combining live and online components. Students will follow a published schedule detailing on which night classes meet live and on which night sessions are completed online. Each course was redesigned so that there is a 50/50 blend of face-to-face meeting time and online time. This reorganization should give students more flexibility and accessibility since most are working as full-time teachers and administrators while completing degree and licensure requirements. The

reorganization will also allow the faculty to plan and present more special topic seminars without overloading students or instructors. By going to a one night per week schedule with a heavy online emphasis, students and faculty can plan semesters in advance to ensure compatibility with their professional and personal schedules. A second feature of the program has emerged from the MSA faculty's self-study and redesign. As of 2006-2007, all courses contain learning experiences and assessments that required candidates to apply research-based knowledge to field-based problems and critical functions of schools. These components ensure that future leaders are demonstrating competencies through performance products aligned with the complex roles and responsibilities of practicing administrators. The last special feature supports the development of school administrators' technology skills and is congruent with the International Society for Technology in National Educational Standards for School Administrators through the development of an E-Portfolio. Rather than have candidates complete a written composition exam as their final assessment which has proven redundant to the state licensure exam, candidates are now required to develop and defend an E-Portfolio that reflects their application and practice of concepts, skills, and procedures as they have been addressed in their academic course work and that can be transferred to the work place. Preparation of the E-portfolio requires significant written reflection and oral skills in defending the evidence based on program standards. Rubrics were developed this year to assess the portfolios and provide feedback to candidates.

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

The MSA faculty worked with New Hanover County Schools this year to develop proposals for federal grants, including writing the evaluation plan and the narrative for human subjects review. Faculty from the Department of Educational Leadership will conduct evaluations and and/or serve as resources for implementation. Another MSA faculty member worked on a development team of university faculty, public school central office personnel, and middle school teachers from across North Carolina to design professional development on integrating science and language arts for middle school science teachers. Thus far, they have met in Raleigh for 18 hours to design the program for implementation in fall, 2008. A MSA faculty member is collaborating with several professors, including one from South Africa, on designing and implementing a professional development program focused on integrating science and language arts for English language learners in South Africa. The program has been implemented with schools in Cape Town and Johannesburg, South Africa, and has prepared trainers for disseminating the Scientific Literacy Program. Twelve trainers from Cape Town and fifteen trainers from Johannesburg, South Africa have been prepared to date. Several MSA faculty members have worked to support three local school districts as they develop their Early College programs and small learning communities. They have provided professional development for the faculty on performance assessment, including teacher self-assessment. They have served on the advisory committees of the Early Colleges, worked with the principal and teachers to design assessment components, and served as mentors to the administrators, central office staff, board members, and one area superintendent. MSA faculty members also have served as judges for school science fairs, and assisted as grant writers for one of the elementary schools.

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Brunswick County, Camp Lejeune Department of Defense Schools, Clinton City Schools, Columbus County Schools, Duplin County Schools, Jones County Schools, New Hanover County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School.	Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina	Formal District Agreements and School Applications with assessment of needs and prioritized targeted goals for improvement were gathered resulting in data that has been analyzed and used to identify services needed. Multiple meetings and communications with school principals to assist in completing the self-analysis and resulting school application led to much clearer alignment with school improvement goals.	The data collected has resulted in a construction of a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts.
New Hanover County Schools	University Assistance with Grant-funded Initiatives	The goal of this collaboration is to develop grant proposals that could help fund major initiatives in the district. The development of the evaluation plan and narrative for human subjects review were done by Watson School of Education MSA faculty for one such proposal. Conferencing with school based staff to develop a science fair protocol and to provide funds to purchase smart-boards to enhance the curriculum.	The WSE faculty will serve as lead evaluators and serve as faculty consultants to schools in the district with or without grant funding. WSE Faculty member served as a judge for the school's science fair and grant writer. Supported the academic and extra-curricular programs. Provided up-to-date technology for elementary students. Eight smart-boards were purchased.

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Brunswick, New Hanover, Columbus, Camp Lejeune, Onslow, and Pender County Schools	Assist in Development of Early College Programs and Redesign of High Schools	Professional development offerings provided most recent research and initiatives focusing on redesign of high schools, including a one day conference on “High Schools in a New Era.” Presentations included those exemplary projects in the partnership by school administrators. Special work sessions with faculty and administrators in redesign projects including Early College High Schools.	One day conference session attended by 10 school and district administrators. Two MSA faculty members provided professional development on performance assessment and teacher self-assessment to an Early College High School. Several MSA faculty members serve as advisory committee members and mentors.
Brunswick County Schools	Mentoring of District Leadership	MSA faculty member mentored district Superintendent regarding budget, personnel issues, school board relations, strategic planning, and long-term master planning.	Leader adoption of new strategies and staffing procedures. New long term planning processes adopted and resulting product indicated facility growth needed.
Brunswick, Columbus, Duplin, New Hanover, Onslow, Pender, and Sampson County Schools Clinton City and Whiteville City Schools	Solicitation of Public School Educators’ Input for Program Planning and Delivery	Discussion and planning meetings are held to develop ways the Ed. D. program could support career administrators. Input was obtained from administrators and MSA graduates seeking superintendents’ license and from district superintendents.	Informed by input from P-12 educators, the program features school-district, business, and international internships. Issues of accessibility for full-time employed educators led to the re-designed delivery system with classes to be held one night a week and online to give students flexibility.

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Brunswick County, Camp Lejeune DOD Schools, Clinton City Schools, Columbus County Schools, Duplin County Schools, Jones County Schools, New Hanover County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School	Professional Development of Administrators	Partnership sponsored professional development activities include bi-annual conference, orientation and extended training, and workshops and seminars. These include those focused on the supervision and coaching model to support new teachers and administrators. Orientation sessions on internship requirements, opportunities and experiences new administrative interns and mentoring principals may experience during the internship semester are provided each year.	13 area administrators from the PDS attended Conference on Challenges of Diverse Learners; 50 PDS school administrators participated in training regarding supporting and retaining new teachers, 56 administrators attend the PDS training to be able to better support interns in their building and teachers who host those interns, and 15 area principals attended training on supporting new administrators and all administrative interns successfully completed their assigned internships for the 2006-2007 school year.
Brunswick, Columbus, Craven, Duplin, Onslow County Schools	Professional Development of Administrators	The Science and Math Education Center provided Lenses on Learning professional development for principals through its NC PIMS project.	Fifty-nine school administrators participated in this year-long program.
New Hanover, Brunswick, Pender	Support for high school administrators in ESL needs	WSE grant-supported consultant from Garza High School in Austin, TX met with 6 administrators involved in professional development to provide specific	Cross-content teams, including the high school administrator, experienced 30 hours of intensive professional development and monthly study group meetings and

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		support.	reflections on best practices for working with ESL students to increase achievement.
New Hanover, Brunswick, Pender	Support for high school administrators in ESL needs	WSE facilitated a strategic planning meeting with school administrators and teacher teams to discuss ESL and disenfranchised students in their schools.	5 principals and 2 central office staff attended the session and left with strategies to support their ESL student population. Thirty hours of intense professional development based upon best teaching practices was provided.
New Hanover, Brunswick, Pender	Support for high school administrators in ESL needs	WSE facilitated discussions with principals and teachers on activities and strategies to help Hispanic students think about attending college. Hosted a "College Student for a Day" Event.	80+ Hispanic high school students, 9 administrators, 20 high school teachers attended WSE college classes and students were exposed to college as a viable option for them.
Bladen, Brunswick, Columbus, Duplin, Lenoir, New Hanover, Jones, Onslow, Pender, and Sampson County Schools Clinton and Whiteville City Schools	Closing the Achievement Gap	Closing the Gap Conference was sponsored with Southeast Alliance and Watson School and held on campus. The conference was for area administrators and teachers could learn about effective teaching strategies to help minority and disenfranchised students be more academically successful.	In September, 158 administrators and teachers attended, representing 12 school systems. In March there were 141 attendees representing 11 schools.

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Brunswick, Camp Lejeune, Columbus, Duplin, New Hanover, Jones, Onslow, Pender, and Sampson County Schools, Clinton and Whiteville City Schools, and Cape Fear Center for Inquiry Charter School	Broadening Professional Development Opportunities for University-School Partnership	Meeting with the national School Improvement Network /PD 360° representatives and teams from each county in the partnership to discuss online professional development initiative, gather input, and generate approaches to reduce redundancy, better utilize human and financial resources in the districts for professional development. .	Comprehensive online professional development coalition initiated between WSE and PD 360° networking 11 school systems and 1 charter school. Thirty-three administrators and Central Office personnel and five WSE faculty participated.
New Hanover County	Host/Facilitator for technology / distance learning needs for public schools	NH Lyceum Academy high school students attend WSE distance learning facility to communicate with a high school in New Jersey	Ten local students and their Academy administrator and 5 WSE faculty successfully hosted a video conference with NJ high school students and administrators; shared their perceptions of their home school and insights about learning in each environment.

## **Support for Beginning Administrators**

At least twelve recent graduates who are currently serving as assistant principals have frequent conversations with faculty members to ask advice or seek answers to issues that they are now facing in their schools. Questions and concerns centered on a number of issues: budgeting, strategic planning, personnel, operations, and dealing with difficult situations (usually advising about communications with central office/superintendents). The MSA faculty is currently developing a formal mentoring program for beginning administrators that will focus on mentoring these novice administrators for one to three years after they graduate from the program. The mentoring faculty members will meet with beginning administrators at least three times per semester to provide support and offer suggestions of resources that might help the administrator fulfill their responsibilities. In addition, the implementation of the recently approved Ed.D. program will support beginning administrators in their future development. Area administrators have been provided professional development through multiple events sponsored by the Watson School of Education, including partnership teacher conferences and grant-sponsored activities. The focus areas for these initiatives include supporting and retaining new teachers, improving teaching practices to help minority and disenfranchised students be more academically successful, and improving educators' abilities and skills in meeting the needs of Hispanic learners. Data from all offerings indicate that 202 administrators attended these sessions.

## **Support for Career Administrators**

During this year, the Watson School gained permission from UNCW committees and the UNC Graduate Council to begin an Ed.D. program in Educational Leadership and Administration starting in August, 2007. The program design is focused on supporting career administrators as they seek superintendents' licensure or seek other public school leadership positions. Co-planned with area superintendents and MSA graduates, the program features school-district, business and international internships. Like the MSA program, classes will be held one night per week to give the students flexibility, as all are full-time administrators from eleven of the Watson School's partnership districts. Dissertation research will center on improving results for children and young persons in southeastern North Carolina. The Professional Development System (PDS) hosted two partnership conferences during this school year on the following topics: Meeting the Challenges of Diverse Learners in Today's Classrooms and High Schools in a New Era (13 area administrators were in attendance), and the Learning-Centered Supervision and Coaching Model which focuses on supporting and retaining new teachers/interns (50 partnership school administrators attended). The Dean and a MSA faculty member meet on a regular basis with area superintendents as part of the Southeast Education Alliance. Superintendents also have been involved in meetings to discuss the development of the doctoral program and the revision of the MSA program.

## 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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	9
	Other	0	Other	0
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>10</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	2	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	13
	Other	0	Other	0
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>17</b>

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

Masters	
MEAN GPA	3.93
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license <b>LC</b> Completed program and applied for license				
School Administration	3		15	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	5	1		
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded			3	7	1	
G Licensure Only				2		
Comment or Explanation						

**E. Scores of school administrators on the SLLA.**

<b>2005 - 2006 School Administrator Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	18	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.	3.59	3.47
preparation to use technology.	3.24	3.59
preparation in instructional leadership.	3.65	3.35
preparation to assist teachers in meeting the needs of diverse learners.	3.47	3.35
Number of Surveys Received	≈ 17	≈ 17
Number of Surveys Mailed	25	25
≈ Less than five survey responses received last year. Last year's responses were added to this year's responses.		