

IHE Master's of School Administration Performance Report

Wingate University

2006 - 2007

Overview of Master's of School Administration Program

The Masters of Arts in Education in Educational Leadership program was established in the Fall of 2006. The MAED program in Educational Leadership will lead to North Carolina licensure as a K-12 school principal. The program standards address the need to prepare educational leaders who value and are committed to educating all students to become successful adults. The MAED program in Educational Leadership will enable students to make responsible research-based decisions regarding curriculum, instructional strategies, technology assessment and professional development. Sound organizational practices will be taught to enable students to develop and organize additional policies and procedures established to maintain safety and security while streamlining the academic environment. Skills in supervision, recruitment, staff appraisal, financial and budgetary planning will be taught to students that complete the program. They will know how to involve community stakeholders for multiple constituencies and will be able to analyze emerging issues and trends affecting instructional programs. Students will be exposed to structured standards based experiences in authentic settings. Student work in all classes and internship experiences is based upon the North Carolina Standards for School Educators adopted by the North Carolina Board of Education. The internship will be centered around the application of knowledge and skills necessary for a successful educational leadership career.

Special Features of the Master's of School Administration Program

The program consists of 37 semester hours. Included in this course work regimen are 12 semester hours of core graduate education courses at the 500 level, 25 semester hours in educational leadership content, related course work at the 600 level including 475 hours of field and internship experiences. The vision of principal as instructional leader incorporates all essential roles as leader, master teacher and researcher.

Direct and Ongoing Involvement with and Service to Public Schools

No Information Available.

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
Anson, Union, Stanly, Lincoln, Charlotte Mecklenberg, Cleveland	LEA's identified leadership skills for school administrators that are necessary for 21st century public education settings. Advisory group set priorities aligned to the N.C. Ed Leadership ISSLC Standards	Each course for the Masters in Ed Leadership includes specific Ed Leadership standards in relation to the NCS DPI and ISSLC	All courses in the Ed Leadership Masters program have been aligned to the standards for education leadership endorsed by SACS, NCATE, NCAPI and the ISSLC. Every course syllabus for the Masters in Ed Leadership has specific objectives addressing the Higher Educational and ISSLC Standards. All faculty address course subject areas to those standards.
Anson, Union, Stanly, Lincoln, Charlotte Mecklenberg, Cleveland	The establishment of educational leadership internship principal internship program guidelines/procedures.	Research best practices in ed leadership principalship internship. Meetings with appropriate LEA central office personnel regarding principal intern guidelines and requirements. Meeting with principals of LEA schools to introduce Educational Leadership program. Identify internship supervisors (former principals with current K-12 Masters plus level of education) referred by former LEA supervising superintendents. Develop internship handbook for LEA	All LEA's have agreed to internship guidelines, activities and evaluation. The handbook stresses ISSLC and NC DPI Educational Leadership Standard emphasis is placed upon reflective work done by intern, LEA sponsoring principal and internship supervisor.

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
		superintendents, principals, interns and intern supervisors. Review internship handbook with LEA superintendents for input. Put internship handbook on line. Internship supervisors met with all interns to review expectations regarding placements. Internships began; intern supervisors meet regularly with interns and supervising principal. LEA designees signs off on all internship placements LEA's will participate in evaluation process of internship experiences.	
Anson, Union, Stanly, Lincoln, Charlotte Mecklenberg, Cleveland, Cabarrus, Gaston, Iredell, Mooresville, Rowan-Salisbury, Newton-Concover	Meet with Southwestern Regional superintendents once per quarter via Southwestern Education Alliance to plan and facilitate cooperation and training in educational leadership.	Provided two sessions on resource management in Southwestern Education Alliance. Have done follow up consultation to regional LEA requests.	Local education agencies in Southwestern region have requested more in service regarding best practices in educational leadership for upcoming year. Have met with LEA representatives on follow-up.
Anson, Charlotte Mecklenberg, Lincoln, Stanly, Union,	Establishment of Steering Committee Advisory Council for Masters in Educational	Establishment of an LEA/community business Advisory Council to Wingate Graduate Education	Quarterly review by community key stakeholders for educational leadership council has been

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Cleveland, Cabarrus, Mooresville, Statesville-Iredell, Rowan-Salisbury, Newton-Conover, Gaston	Leadership Program to review program procedures.	Program - scheduled to meet once quarterly.	established. Increased community collaboration on the masters program in educational leadership will take place in an on-going manner. Evaluation of program will be gathered from these constituents.

Support for Beginning Administrators

Wingate's Educational Leadership Program is in its first year of initial course offering. As of yet, no students have matriculated. Students that are entering their administrative internship periods are supported by internship supervisors who are dedicated to them and their success.

On site supervision and seminars are provided on a regular basis addressing such areas as the ISLLC Standards and the 21st Century Standards for School Executives. Emphasis is placed upon becoming an effective leader for the facilitation of best practice in instruction. Consultation is held with interns and mentors on an on-going basis. Special seminars will be held on topics that include the TPAI-R, program portfolios and Praxis preparation.

Support for Career Administrators

Wingate's Educational Leadership Program has yet to have a matriculating group of students (projected May/June 2008).

The Wingate Educational Leadership staff have provided technical assistance to current principals in this geographical region. Workshops and training sessions have included behavior management, crisis management, recourse allocation, budgeting, facility management, material procurement, instructional supervision, assessment, etc. The faculty and staff at Wingate are dedicated to offering these support services throughout the year.

We have worked closely with superintendent level support in surrounding L.E.A.'s.

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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	23
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	40
	Other	3	Other	5
	Total	34	Total	69
Part 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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

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

Masters	
MEAN GPA	3.46
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	0	0	0	0
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						
G Licensure Only						
Comment or Explanation						
This is the first year of the program.						

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	N/A	N/A
This is the first year of the program.		

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.	N/A	N/A
preparation to use technology.	N/A	N/A
preparation in instructional leadership.	N/A	N/A
preparation to assist teachers in meeting the needs of diverse learners.	N/A	N/A
Number of Surveys Received	N/A	N/A
Number of Surveys Mailed	N/A	N/A
This is the first year of the program. No completers to survey.		