

# **IHE Masters of School Administration Performance Report**

**NC A&T State University**

**2007 - 2008**

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## **Overview of Masters of School Administration Program**

The mission of the Master of School Administration Program is to prepare scholars and practitioners who can address the current trends and emerging issues in education through effective, dynamic and wise leadership. Dedicated to the University's goal of excellence in teaching, research, and service, the candidates in the program acquire the knowledge, skills and dispositions required for effective administration and management of educational institutions. Graduates of this program may work in administrative positions at the local school, and/or assume positions with local, state and national organizations that focus on educational issues in professional development, curriculum, research, or policy making. Students may enroll in a full-time or extended program of study. The program is based on a cohort model that fosters a learning environment of significant peer collaboration as students progress together through the program. The admission requirements are: a cumulative GPA of 2.8 on a 4.0 scale in the previous undergraduate program, a minimum of 4 years teaching experience, or other relevant experience, 3 letters of recommendation, an interview, a writing sample, and a portfolio. Full-time students complete the program in two years; extended students complete the program in three years. Candidates must successfully complete 42 hours of study including 30 hours in the major and 12 hours in a field based internship and internship seminar. Candidates must pass the University Comprehensive Exam and the State Licensure Exam prior to graduation.

## **Special Features of the Masters of School Administration Program**

The Master of School Administration (MSA) program is designed to meet the needs of the Local Education Agencies (LEA) to have effective administrators in all schools. Therefore, NCA&T has recruited cohorts of students from schools in the 336 area code. LEAs have been encouraged to support preparation of principals by paying tuition and fees. Winston-Salem/Forsyth Schools are financially supporting a cohort of approximately 20 students in the MSA program. This group of students attends the program part-time and will complete the program in the spring of 2008. The Winston-Salem/Forsyth Central Office Administrators have collaborated with the University by leading class discussions and seminars. A specific feature of the cohort arrangement is to provide courses, experiences, and internships in collaboration with the LEA. A part of the internship/practicum experiences is to provide settings where teams of principals, teachers and counselors work together in a school setting to support each other. In courses the team concept described above is applied in research studies, courses on multicultural/diversity

issues and technology. The goal for utilizing the team approach is to establish a system of collaboration among teachers, counselors, school principals and the learning community which more effectively serves all students and brings about systemic changes in the culture of the schools. Another significant component of the program addresses diversity from the community and school perspectives. Community liaisons provide focus groups and special class presentations on appreciating diversity. The MSA faculty, community liaisons and support staff represent diversity in age, race, gender and years of professional experience. The faculty has served in a variety of roles that support the development of an intellectually challenging environment for students which includes superintendents, department of instruction staff, researchers, congressional liaisons, recently retired principals and policy researchers. These individuals bring unique experience to the MSA program. The coordinator has collaborated with State Department of Public Instruction (SDPI) and other MSA programs to ensure that guidelines, competencies, licensure examinations and standards are being met.

In addition to the aforementioned features, one special feature of the program is the year-long internship. Each student must complete 1500 hours in schools at all three levels (Elementary, Middle and High School). During this practicum experience, students are required to develop and maintain an electronic portfolio of their experiences and assignments, to include action research.

The Master of School Administration is proposing a new add-on certification program to be established for the 2008-2009 academic year. Students with a master's degree in education will take twenty-one credit hours of instruction. They will receive a certificate at the end of the program. This proposal is part of our commitment to support North Carolina school systems and become part of the investment in the new school executive standards.

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

The MSA faculty provided both direct and indirect services to public schools in five local educational agencies (LEA's). Collaborative Action Research studies for school improvement were completed for 12 schools and central offices. Each study entailed the supervision of an MSA Faculty member, and a principal or central office mentor. Each school based action research team also required collaboration with other school based employees and school parents. Other collaborative efforts provided for the development of leadership teams to enhance interactions with professional development schools in Guilford County. Each professional development team included MSA administrative interns, instructional technology interns, student teachers, and field experience students. Focus groups have been held with 25 teachers and coordinators, 24 student teachers, and 18 principals to identify instructional and administrative leadership needs. The North Carolina Pre-College Science and Mathematics Committee was chaired by an MSA faculty member. Another member of the faculty chaired the Executive Board for Communities in Schools. A third faculty member served as liaison with the National Youth Achievement Organization. MSA faculty members also conducted workshops for middle and elementary schools and met with principals who will be mentoring part-time students to develop strategies to meet national and state competency standards. All members of the MSA Faculty participated throughout the year in the recruitment of candidates for teacher education, counseling and MSA programs through regular school visitations.

The faculty and administrators have been intensively involved in workshops with the State Department of Public Instruction and other colleagues from other schools in examining the process for the development and implementation of the curriculum strategies to be driven by the new MSA State Standards. Sample portfolio artifacts are being examined as part of the workshops, one of which was hosted on this campus by the School of Education. On June 19, 2008 another workshop will take place to continue the planning process on the re-visioning of the MSA Standards.

# I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

## A. Direct and Ongoing Involvement with/and Service to the Public Schools

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>Guilford County, Rockingham County and Winston-Salem/Forsyth, Alamance/Burlington, Rowan-Salisbury, and Charter School-Downtown Middle School Winston-Salem, NC</p>	<p>Professional development for beginning and career principals and assistant principals per priorities set by superintendents of the LEAs.</p>	<p>MSA faculty held several orientations/workshops with principals or their designees or MSA candidates, introducing them to the MSA protocol:</p> <ol style="list-style-type: none"> <li>1) The internship format inclusive of 1500 hours as spread across a “base” school and two feeder schools.</li> <li>2) The school-based Action Research Project and the supervising principal's role insuring the oversight of same, including the project advisory committee consisting of faculty and other principal designees working with the student intern.</li> <li>3) dialogue concerning the principal’s role in insuring internship liaison with key school staff, i.e. counselors, assistant principals, school social workers and medical personnel.</li> </ol>	<p>The orientations and workshops with principals helped them to better understand their roles and expectations in the internship process. It provided a bridge between current issues and strategies in public schools for MSA candidates and principals. It provided action research projects that enhanced the principals ability to identify critical needs in their schools, i.e. “The Effects of Incorporating Mathematical Supplemental Resources (Math Superstars) into Extended Learning Time School”, “Impact of QAR on Reading Comprehension for low achieving students”, “Are Current NC Criterion-Referenced Tests appropriate for First and Second Grade?”, “Improving student achievement by using Cornell Notes”, “Helping Beginning</p>

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		<p>4) a descriptive analysis of the core courses in the MSA Program.</p> <p>5) a review of administration and faculty expectations regarding the preparation of ETS Leadership Licensure Assessment and the Faculty MSA Comprehensive Examination.</p>	<p>Teachers Succeed”, “How does mentoring affect the overall character and academic progress/achievements of adolescent males in a Title I school setting”, “All students can succeed”, “Leaving No Child Behind: What does it take to make the score”.</p>
	<p>In response to the shortage of school executives/beginning school administrators. s</p>	<p>One faculty member and the MSA Coordinator met with the Alamance/Burlington Superintendent for preliminary discussions regarding prospective establishment of MSA cohort focusing on teachers, counselors and school social workers in that district. (Meeting held in December 2007)</p> <p>January 2008 - One MSA faculty member and MSA Coordinator met with Alamance/Burlington School administrator - Rhonda Schuler in follow up meeting regarding graduate student cohort involving personnel in that district.</p>	<p>Enhanced the university-school district collaborative relations regarding the productivity of school administrators.</p>
	<p>Conducted workshops with the principals and faculty at three local schools. The project was designed to enhance student learning.</p>	<p>One faculty member conducted back history workshops in 6 elementary/middle schools grades 4-6.</p>	<p>Participants included approximately 200 students in each school along with principal or assistant principal and teachers working with those students. The increased student</p>

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		<p>One faculty member worked closely with 3 former graduate students who are now assistant principals in Guilford County Schools.</p> <p>Organized student workshop at Cone Elementary School with noted input from principal fellow graduate student and the building principal fellow graduate.</p> <p>MSA faculty serving as member of Sit-In Museum Board leads discussions related to participation of public school students in the activities in the to be completed museum.</p> <p>MSA faculty member coordinated special seminar conducted by Dr. Rex Fortune (Former Northern California School</p>	<p>knowledge of Black American History.</p> <p>These Mentoring sessions included on site school visitations inclusive of student workshops, and discussions related to curricula priorities in each school.</p> <p>Enhanced readiness for principalship.</p> <p>Enhanced strategic planning knowledge base for graduate students.</p> <p>Projected collaboration between city schools and Sit-in museum.</p>

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		<p>Superintendent) - involving a least 40 MSA graduate students. The seminar held in Bluford Library, focused on leadership strategies utilized by 13 principals in California schools where student achievement success in 13 predominantly black/Hispanic schools became nationally recognized.</p> <p>One MSA faculty arranged for a special classroom lecture by the principal of Cone Elementary School for the benefit of students studying Strategic Planning (MSA 779) - The presentation focused on the intricacies of School Improvement planning at the site level.</p>	<p>A pronounced MSA student awareness of the impact of leadership strategies on minority student achievement.</p> <p>Enhanced MSA student knowledge based on School Improvement planning.</p>
<p>Guilford County, Rockingham County and Winston-Salem/Forsyth, Alamance/Burlington, Rowan-Salisbury, and Charter School-Downtown Middle School Winston-Salem, NC</p>	<p>Collaborative partnership with Washington and Rankin Elementary School-Service Learning Project.</p>	<p>MSA faculty assisted with the development of the tutorial program at Rankin Elementary School and continued the Tutorial program and service learning component Washington Elementary on the UNC sub-grant funded project (S&gt;M&gt;A&gt;R&gt;T Program).</p> <p>Attendance: 90 students 3 faculty 26 pre-service teachers</p>	<p>Students, faculty, staff, and administrators of the schools benefited from various research efforts of the MSA faculty including the MSA candidates. The achievement data was collected and analyzed and decisions were made based on the outcomes of the research. In most cases the research showed significant benefit to the school in increased reading and</p>

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		<p>SES, Supplemental Educational Service            "Is your Child Being Left Behind"            11 MSA Interns            1 MSA faculty member.</p>	<p>math scores. As a result the program will be implemented next year as a part of the ongoing partnership.</p> <p>The research resulted in practical guidelines and steps being developed for school administrators who face sanctions and are required to offer SES.</p>
	<p>To support the principals of the LEAs, NCA&amp;T faculty conducted workshops for students at Glenn High School.</p>	<p>Faculty members and administrator interns participated in the all day Gear-Up Kick-Off activity for high school freshmen. MSA interns and faculty presented workshops and also set-up tables for recruitment and information about NCA&amp;T State University.</p>	<p>Provided an opportunity for administrative interns to implement and plan interaction for incoming high school freshman. Additionally, it enhanced the university-school community relations, which fosters student support and achievement.</p>
	<p>Conducted multicultural festival for students in Walkertown Elementary School.</p>	<p>MSA students in curriculum and Instruction developed and implemented a cultural awareness festival for students at Walkertown Elementary. The presentations consisted of information from nine different countries and cultures. Students were presented with the content, hands-on activities and food</p>	<p>MSA students aligned the activity with the standard course of study for grades K-5. The teachers were able to interact with the pre-service administrative students. The activity integrated math, language arts, and benefited the K-5 social studies area. Some of the teachers requested to</p>

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		from various countries. 1 MSA faculty member 11 MSA students.	keep the display which was made by MSA students.
Guilford County, Rockingham County and Winston-Salem/Forsyth, Alamance/Burlington, Rowan-Salisbury, and Charter School-Downtown Middle School Winston-Salem, NC	Improving student learning outcomes at 16 schools (elementary, middle, and high school level).	MSA faculty and candidates conducted action research in the internship Experience. The research involved school faculty committees and school counselors, parent group, and support agencies for the school. Some of the topics included: 1) The Suspension Rate of African Male: What Can Schools Do? 2) The Effects of the Reading Mastery Program on Low Incidence Special Needs Students 3) Student Retention in Career Technical Education 4) The Effectiveness of an After-School Tutoring Program at Union Cross Elementary 5) KLC Pride: A Student Incentive Program and the Impact on Mathematics Achievement 6) In School Suspension and its Effectiveness 7) The Impact of Targeted Tutoring of Achievement 8) Student Achievement in Special	Data driven decision making regarding academic support programs, instructional and curriculum revisions, and other regular educational practices

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	<p>Improving student achievement in reading.</p>	<p>Education            9) The Effects of Interventions Implemented on High School Athletes during High School            10) About my School            11) Plan of Action for Professional Learning Communities            12) African American Males: Creating an Effective Mentoring Program            13) Finding the Flow Zone to Engage and Motivate Male Writers to Increase Writing Proficiency.</p> <p>Communities in Schools nationally recognized Great Leap Reading Program has forcefully impacted enhanced levels of reading achievement in a number of Triad Elementary Schools including Brightwood, Cone, Frazier and Wiley Schools. The utilization of community-based tutors as well as university graduate and undergraduate students has provided substantial input into the program's success.</p> <p>MSA faculty member served as a member of Communities of Schools Executive Board.</p>	<p>The Communities in Schools tract record of success is validated by achievement records maintained by the principals of the participating schools. In essence the school dropout rates have decreased.</p>

## **Support for Beginning Administrators**

The MSA faculty participated in a variety of activities that supported beginning administrators including: seminars, day-to-day mentoring, research initiatives, and personal mentoring. NC A & T supports mentor groups composed of alumni and retired principals in the 336 area code to offer support for students, new administrators and new teachers. In addition, the cohort model provides ongoing daily support to candidates in the program, who were also serving as beginning administrators. These individuals have been mentored and coached throughout their courses. Seminars are held to provide answers to questions and to discuss problems that are encountered by beginning principals on a daily basis. Beginning principals/other school administrators are given priority in various support activities such as awards for students, additional tutors, opportunities to work with MSA faculty and mentors. In addition, beginning principals are encouraged to review materials in the School of Education and select those that will benefit their students and teachers. Beginning principals can also take advantage of collaborative research initiatives that are offered through the partnership schools as well the 24-hour services of the library and the computer facilities that are on the campus. They are regularly informed of grant opportunities and campus related activities. Through various course offerings beginning administrators are made aware of the state website that provides information regarding certification and licensure. Another electronic medium provided to support beginning administrators is the use of LiveText. LiveText is a computer based program for developing and presenting electronic portfolios. The MSA Program also supports beginning administrators through participation in the Principal Fellows Program. This program is administered by the North Carolina Principal Fellows Commission in collaboration with the State Education Assistance Authority. The program provides up to a two-year scholarship loan to selected recipients and provides extracurricular enhancement activities for recipients.

## **Support for Career Administrators**

NC A & T developed a pilot model to work with career principals in nine professional development schools. Faculty members are assigned to work with specific schools to conduct research, analyze assessment data and plan professional development activities to improve their schools. Career principals use campus facilities collaboratively with MSA faculty for meetings and programs. Principals are convened to evaluate the MSA program and to provide suggestions for program improvements. NC A & T has partnerships with Dudley High School, Hairston Middle School and the Middle College to ensure that support is offered to the newly assigned principals of these schools. Support for career principals include, providing space for faculty and student activities, collaborating to provide professional development activities, and serving on the SOE Advisory Board to ensure the recruitment and retention of highly qualified teachers and MSA candidates. University personnel regularly met with the Associate Superintendent of Guilford County to support career principals. More recent activities with the Middle College included working with the Middle College principal to provide additional counselors, tutors and other interns to ensure the success of the principal and the school. The MSA program conducted 17 action research projects with career principals, some of which were in low-performing, at risk, and or priority schools in Winston-Salem Forsyth County Schools.

## 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	1	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>4</b>
Licensure-Only	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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	9	Black, Not Hispanic Origin	36
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	6
	Other	0	Other	0
	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>42</b>
Licensure-Only	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

<b>Masters</b>	
MEAN GPA	3.72
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

**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	0	35	0	0
Comment or Explanation				

**D. Time from admission into School Administration program until program completion.**

<b>Full Time</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	0	10	24	1	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

<b>2006 - 2007 School Administrator Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	11	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.	*	3.8
preparation to use technology.	*	3.6
preparation in instructional leadership.	*	3.2
preparation to assist teachers in meeting the needs of diverse learners.	*	3.2
Number of Surveys Received	*	5
Number of Surveys Mailed	8	8
* Less than five survey responses received. They will be held and combined with next year's responses.		