

IHE Masters of School Administration Performance Report

NC Central University

2007 - 2008

Overview of Masters of School Administration Program

The Master of School Administration (MSA) program was reestablished at North Carolina Central University in fall 2002. With our ongoing candidate and program assessments, and recent NCATE/SDPI reaccreditation visit, the MSA program is reflective of reform initiatives in North Carolina for school administrators. The program course of study for the MSA degree is designed to prepare visionary school leaders for the public schools of North Carolina and the nation. Three full-time faculty members and one part-time faculty, along with a couple of adjuncts, support the program. Thirty-two candidates are currently enrolled in the program. Twelve candidates graduated spring 2008 from the program. The 42 semester-hour MSA program involves 30 hours in the major (10 courses), an electronic portfolio, and 12 hours in a field-based, full-time/part-time internship and seminar supported with funding by the General Assembly and provided through the Department of Public Instruction. The MSA combines course work, field experiences, and an internship as the principal means of providing our candidates with the essential knowledge, skills, and dispositions needed for exemplary school leadership. Coursework emphasizes the core functions of high achieving schools: challenging curriculum, effective instruction, and student achievement. Courses are offered in the evenings in a face-to-face model and a web-enhanced hybrid model, using Blackboard as a technology tool for synchronous instructional delivery. The MSA program includes 5 gateways in which candidates are evaluated throughout the program. Gateway 1 is admission. Gateway 2 is program matriculation and the candidate is evaluated after 15 hours of course work. Gateway 3 is candidacy; the candidate is admitted to candidacy and completes the additional 15 hours of coursework. Gateway 4 is the internship and portfolio development. Gateway 5 is graduation. Effective principals are those possessing knowledge of effective curriculum development combined with the skills, values, and beliefs of successful leaders. The program exemplifies our conceptual framework in preparing school leaders for diverse cultural contexts and as advocates for social justice. The Guidelines and Competencies of the North Carolina State Department of Public Instruction (NCDPI), the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC,) and the National Council for the Accreditation of Teacher Education (NCATE) serve as the template for the design of the Master of School Administration Program.

Special Features of the Masters of School Administration Program

The MSA program has implemented a cohort of 9 for Add-on Licensure Program for participants with master degrees in an education related field and who serve in administrative roles. It is a two-year licensure-only program and each student is required to complete 12 hours of course work the first year, 12 hours of a full-time yearlong internship and seminar, and an electronic portfolio. All students must provide evidence of mastering the NCDPI Standards for Educational Leaders. The MSA program continues to facilitate the School Technology Leadership Initiative (STLI) administered through the University of Minnesota by promoting the active and conscious use of technology tools by administrators to make data driven decisions, evaluate programs, and become proficient in the Technology Standards for School Administrators (TSSA and NETS-A). Yearly professional development in school technology is provided by SAS. Three MSA candidates were in the Principal Fellows Program. First year Principal Fellows are provided with 10 enrichment activities that include attending local, state and national conferences such as the national ASCD conference, as well as campus events, a day at SAS, and special seminar sessions. The Principal Fellow experience also includes a service project component for first year Principal Fellows. MSA interns attended a SAS workshop, The African American Male Conference, The Annual Conference for the Association for Supervision and Curriculum Development (ASCD), and the North Carolina Association for School Administrators Conference. All candidates attended an Open World Visitors Day presentation by four educators from Russia. Interns attend a weekly seminar to reflect on internship experiences, to receive faculty support, and to discuss hot topics and trends in school administration. All MSA candidates have to complete an electronic portfolio. Candidates demonstrate their knowledge, skills, and dispositions both in the development of the portfolio and in its defense before a faculty committee. Candidates in the internship are required to conduct a year-long, site specific action research project that addresses a need or concern that impacts student achievement. NCCU is the first public institution in the UNC system to become an iTunes University. MSA faculty members build their own podcasts incorporating video, audio, and digital photos intended for instructional materials in their classes. The department leads the work with partners and the leadership team at Hillside to create a Professional Development School (PDS). There is a representative on the DPI MSA Re-visioning Committee and a member of the department served on a DPI Program Approval Team Visit. In addition, faculty members are productive in the area of research and publications. Two faculty members went to New Orleans and conducted research on the public schools. Their research has been accepted for publication as a book chapter in a book on the "Aftermath of Hurricane Katrina: Educating Traumatized Children" to be published by The University Press of America during the summer of 2008. A faculty member traveled to London, Clichy Bous Sois, France, and Toronto and made presentations on a partnership model that connects partnerships with schools in Durham and Wake County with schools abroad. This research is ongoing.

Direct and Ongoing Involvement with and Service to Public Schools

Service has included direct support to administrators, as well as, supporting the administrators in achieving his/her goals by working with school faculty and staff. Service to the public schools has included Praxis II preparation sessions for Charter Schools in Durham and Wake Counties, membership on and service to two state councils on environmental education, providing IEP

facilitation for Wake County Public Schools as a DPI trained IEP Facilitator. At the request of school administrators in meeting their school-based goals, faculty members have facilitated professional development for administrators and their teaching and support staff in Durham Public Schools, Vance and Wake County Schools on student achievement, Project WET, Project Learning Tree, Project TEACH, brain friendly teaching strategies, multiple intelligences, and cooperative learning. Two faculty members worked collaboratively with a member from the League of Charter Schools on a grant proposal submitted to the Office of Improvement and Innovation for the School Leadership Program Grant for 2.1 million dollars, to prepare charter school principals in low achieving schools in low wealth districts as school executives. During the 2007-2008 School Year, 19 MSA candidates worked as full-time administrative interns in school districts across the eastern and central regions of North Carolina (Person, Durham, Cumberland, Craven, Wake, and Chapel-Hill, Carrboro). MSA faculty visited schools on a regular basis and worked closely with the principals and their leadership teams to be responsive to the needs of their school. Also, administrative interns, with the support of MSA faculty, provide professional development in areas such as effective classroom management, differentiation of instruction, student data base systems, and critical thinking skills for faculty at their prospective schools. An MSA faculty member serves on two state Environmental Education Advisory Councils. The purpose of the councils is to find ways to provide administrators and teachers with environmental education workshops and environmental curricula that are aligned with the NCSCOS, complete with supporting materials free of charge. There is MSA faculty representation on the University-School Partnership Advisory Board, providing a direct link to partnership districts about providing service to administrators. The 16 board members represent various stakeholders and each partnership district. Board members consist of teachers, superintendents, principals, and other administrators from Durham, Franklin, Person, Wake, Vance, Halifax counties, and Weldon City schools. Advisory board meetings are held throughout the year. The needs of schools are discussed and relevant workshops, such as Praxis preparation and other support services are provided.

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
Cumberland, Craven, Person and Wake Counties, Durham Public, and Chapel Hill-Carrboro Schools	Quality teachers, administrators, and staff	Nineteen MSA candidates worked as full-time administrative interns. They were active members of their school leadership teams and participated fully in the work of schools. MSA faculty visited schools on a monthly basis and worked closely with principals and their leadership teams to be responsive to the needs of their schools. Response to some of those needs included providing professional development for faculty in areas such as: effective classroom management, differentiation of instruction, student database systems, and critical thinking skills. Also, each intern had to conduct an action research project. Examples of topics are: effectiveness of teacher support groups/teacher retention using the NC Teacher's Working Conditions Survey; benchmark testing in math-use of Study Island; teacher collaboration, and after school programs for students who are	The university supervisor, the principal and his/her leadership team and teachers did formal evaluations of interns and all of their projects. Also, parents completed surveys on some projects. Principals reported the importance of having an intern on the leadership team and the invaluable services provided by them. The results of most action research projects showed an increase in student benchmark testing scores. Even when results were mixed, principals benefited from having gained a better understanding of the problem and possible solutions.

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
		failing.	
Durham- Healthy Start Charter School	Mentoring Project- objectives are to mentor students in grades 4-8 to help them develop life skills, improve academics, and provide support, guidance, and encouragement. Also, to reduce truancy, negative social behaviors, and disciplinary actions that impact school performance	A faculty member is participating in the SMART Program-Student Mentoring, Achievement, and Reform Transition. Time is spent recruiting mentors and mentees, coordinating the after school mentoring program 3 hours per week. Emphasis is placed on life skills training and online academic program-Odysseyware, training mentors and working with parents and families of mentees.	This is a new initiative. Expected outcomes are increased academic performance, regular attendance, improved relationships with peers and faculty.
Durham- Riverside High School	Site-based Management Team- provide input on school's improvement plan	A faculty member attends monthly meetings, supports school initiatives, serves on Durham's calendar committee, and shares her professional expertise.	Ensures parent and community stakeholder involvement with the school's improvement plan.
Durham Public Schools	Student achievement, Quality teachers, administrators, and staff	Hillside High School, a low performing school, has been established as a School of Education Professional Development School (PDS). Regular meetings are held with the principal and his designees	The principal's evaluation of the intern was very positive. He worked effectively as a member of the leadership team and he worked well with students and parents. Survey results of the workshops indicated a

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		to discuss needs of the school and to align those needs with faculty expertise at NCCU. For example, a full-time administrative intern was placed at the school and supervised by a MSA faculty member. Also, two planning meetings were held with faculty and administrators to develop teaching strategies for incorporating the use of iPods and podcasting for the Foreign Language department and its students. As a result two professional development sessions were provided to the faculty to teach about the use of and development of podcasts. Apple Computer instructors partnered with NCCU and Hillside to provide the initial training and assistance.	strong desire for additional training and use of the ipods as a tool for improving teaching and learning.
Durham Public Schools, Cumberland, Person, and Wake County Schools	Professional Development Opportunities	Two educational forums were held on campus for MSA faculty and candidates, principal mentors, central office administrators and NCCU administrators. The fall forum focused on "Home School	There were approximately 80 participants. Over 90% of the participants reported on the survey that the forums were useful and addressed important issues in their work. Also, they stated that as a

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		<p>Connection”. Two elementary principals from Cumberland County made presentations and a NC Teacher Academy Trainer presented on “Motivating Children of Poverty”. The spring forum’s keynote speaker was The Honorable Judge Howard E. Manning, Jr. who spoke on “Education Concerns”.</p>	<p>result of the forums, they would be able to make changes in their work and professional development offerings. Most of the participants encouraged us to offer forums on a regular basis.</p>

Brief Support for Beginning Administrators

Beginning administrators are kept abreast of current and emerging leadership practices. MSA faculty and site supervisors provide feedback, guidance, and the advocacy necessary to ensure the integrity of the internship experience. Another source of support to beginning administrators is support for principal interns to attend the annual ASCD Conference. Praxis preparation workshops for the School Leadership Licensure Assessment are provided twice a year. In addition, a faculty member served on two panels that were designed to prepare new principals and prospective superintendents for the realities of their jobs. All faculty members in the MSA program hold a North Carolina educational leadership license. The MSA has maintained a 100% pass rate on the School Leadership Licensure Assessment exam, since 2003.

Support for Career Administrators

Workshops and professional development activities are provided throughout the year to partnership districts. Many of the principals and their leadership team members are career administrators. During the partnership meetings, teacher survey needs and other needs of the district are discussed. Praxis I and II preparation workshops have been conducted by a MSA faculty member. In an effort to increase inter-agency collaboration, the MSA faculty partnered with a faculty from UNC –Chapel Hill to provide Praxis preparation workshop for the School Leadership Licensure Assessment to Add-On licensure candidates. Other initiatives that support career administrators include MSA faculty providing leadership and assistance with assessing school needs and matching those needs with expertise here at NCCU. Collaborative planning is underway to assist administrators on an ongoing basis in using best leadership practices in turnaround schools by MSA faculty. A TPAI-R review workshop was conducted for approximately 20 school and central office administrators in Vance County.

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	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	2
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
	Total	0	Total	0

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	3	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	4	Total	13
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Total	0	Total	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	NA
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
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	1	18	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	0	25	15	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	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
Comment or Explanation						

E. Scores of school administrators on the SLLA.

2006 - 2007 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	12	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.	3.6	3.63
preparation to use technology.	3.4	3.63
preparation in instructional leadership.	3.8	3.63
preparation to assist teachers in meeting the needs of diverse learners.	3.6	3.88
Number of Surveys Received	5	8
Number of Surveys Mailed	30	30