

IHE Masters of School Administration Performance Report

UNC-Chapel Hill

2007 - 2008

Overview of Masters of School Administration Program

The MSA (Master of School Administration) prepares individuals to lead schools and other educational organizations. It includes three dimensions: (1) awareness (acquiring concepts, information, definitions, and procedures); (2) understanding (interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context); and (3) capability (applying knowledge and skills to specific problems of practice). The focus of study is the school site. The program prepares administrators for elementary, middle and secondary school leadership positions with an emphasis on the principalship. It also models an exemplary approach to professional preparation for educational leadership. The On-Campus MSA requires 42 credits hours of study that include 30 hours in the major (with a concentration in curriculum and instruction, curriculum alignment, and clinical supervision) and 12 hours in a field-based internship and internship seminar. Full-time students complete 15 hours of course work per semester and a minimum of 10 enhancement activities in the first academic year. In Year 2, students complete a comprehensive, structured internship and a yearlong seminar that integrates these internship experiences. The Off-Campus MSA Program accommodates practicing educators who cannot or do not want to stop working to pursue their professional goal of becoming school-site administrators. The Off-Campus MSA includes the same courses as its on-campus counterpart and is typically staffed by the same professors as the on-campus program. It is scheduled around students' regular work commitments to facilitate their attendance and engagement. It also utilizes face-to-face sessions at locations convenient to the students' regular work places and a variety of distance education activities. The cohort-based Off-Campus Program takes five semesters to complete. There are currently three operational off-campus cohort sites: Alamance-Burlington, Lee County (Sanford) and Orange County. A new cohort within Durham Public Schools will begin in January 2009. There are approximately 75 educators in the off-campus cohorts from Durham, Orange, Nash-Rocky Mount, Forsyth, Wake, Alamance-Burlington, Chapel Hill-Carrboro, Pamlico, Lee, and Guilford counties. The MSA and Educational Leadership faculties have undertaken an intensive 8-month process to review the new NC Principals' Standards, integrating these standards with the ISSLC and ELCC standards to determine areas upon which additional emphasis is advised. Already several courses have made adjustments to increase emphasis is such areas as professional learning communities, analysis and interpretation of datasets, teacher retention research and practices, teacher working condition surveys, and teacher empowerment strategies. In addition to the work that the MSA coordinators will perform with respect to the statutorily required revisioning, UNC-CH will

continue to adhere to the underlying focus that has been inherent in its MSA program for several years now, a focus that is deeply rooted in the pursuit of social justice and equity.

Special Features of the Masters of School Administration Program

The MSA Program's commitment to diversity is demonstrated by its student enrollment: 33% of the students are African-Americans; 66% are female. The full-time MSA faculty is 37% African-American and 50% female. The faculty believes that school leaders must be proficient in a wide variety of technical skills and tasks, but the priority is the creation of democratic learning communities that support social justice. A special feature of the on campus MSA Program is the full-time, 10-month internship that each student completes during the second year in a public educational setting. The internship is a comprehensive, well-supervised experience through which MSA students integrate their knowledge and applied skills of educational administration in promoting positive educational practices. During the internship year, in both the on- and off-campus programs, each student is assigned a highly qualified professor who frequently visits the intern and his/her site-based mentor. Both faculty and mentors must possess terminal degrees and have previous school and/or district level executive experience. The MSA Program is cohort-based, with each cohort completing the program together. During the first year, in addition to the MSA coursework, students receive professional development. During the second year, the cohort of students attends class together one day per week at different schools. Since the MSA cohorts are small, students within the cohort and faculty get to know each other personally. As a result, significant numbers apply to enroll in the SOE's Ed.D. UNC-CH is an active participant in the statewide Principal Fellows' Program. Each year, approximately one-third or more the MSA's on-campus enrollments are made up of Principal Fellow Scholarship recipients. The most recently released graduate school rankings in Ed Admin name UNC-CH's program as the 10th best program in the nation from among the 565 public and private universities that offer these degrees. The UNC-CH program is the only ranked program in NC (public or private) and only one of two in the southern US. The national rankings also include a significant section on how school superintendents view the MSA programs. Of the 565 Ed Leadership programs nationwide, public or private, UNC-CH was tied in being ranked FIRST by school superintendents for the effectiveness of leadership demonstrated by program graduates. Additional features include a comprehensive program which entails a deep exploration of theoretical approaches to school executive leadership and experience with field-based projects and action-based research. Many classes employ a significant degree of work with original, faculty-authored case studies that speak quite directly to real, ongoing executive challenges in NC schools. In their second year, extensive internship supervision is provided to students. MSA faculty meet face-to-face with interns and their principal mentors a minimum of three times per semester to discuss student progress. Finally, all interns, in the course of their goal/portfolio development for their internship year, are required to deeply embed the pursuit of social justice and equity in at least one of their goals.

Direct and Ongoing Involvement with and Service to Public Schools

The MSA Program provides substantial service by placing its interns in full-time, year-long, supervised internships in public school settings. During 2007-08, 13 MSA on-campus students worked as full-time administrative interns in 13 schools across the state. In addition, 29 MSA

Off-campus students worked as either full or part-time interns in the Alamance-Burlington, Chapel Hill-Carrboro City, Durham, Guilford, Orange, Person, and Wake County Schools. These internships represent several thousand hours of public school service. Some MSA students have also been employed part-time in the UNC Rural Education Center, the UNC SCALE (literacy project) and serve as undergraduate advisors to teacher education majors. Schools throughout NC were also served when MSA faculty members made presentations to the State Principals' Executive Program, NC School Boards Association, NC Association of School Administrators, the State ASSET Project of the Center for Leadership Development, the Principal Fellows Program, the State Teachers Assistants' Conference, and the Chapel-Hill-Carrboro, Durham, and Alamance School Districts. A member of our MSA faculty serves on the Board of Directors for the NC Association of School Administrators, the professional organization for principals and superintendents in NC, that provides resources, professional development opportunities and legal advice to schools and administrators across the state. In addition to these statewide initiatives, the MSA Program faculty provided services to specific local schools and districts as follows: facilitated a professional development initiative for Chatham County Schools; provided professional development sessions on curriculum alignment for the Durham Public Schools; conducted extensive, volunteer professional development sessions for building and central office administrators in the Alamance-Burlington School System; and served as an unpaid advisor to long-term technology planning efforts in the Orange County Schools. One of our MSA faculty members is actively involved in the major research initiative undertaken by Governor Easley to explore those factors that exist in high performing schools that have similar demographics to low performing counterparts. Further, with the significant ascendancy of the Regional Triangle School Partnership (RTSP) that has targeted its efforts this year in the Orange County Schools, one of the our MSA faculty members serves on the advisory board and has actively participated in RTSP planning, projects, and vision. We anticipate that significant additional contributions from faculty will result as the RTSP initiative continues to develop. In addition, service was provided to administrators in Alamance-Burlington, Chatham, Durham, Granville, Guilford, Lee, Moore, Orange, Chapel Hill-Carrboro City, Person, and Wake County Schools as MSA faculty conducted weekly internship seminars for interns and their mentors, who are administrators in public schools in these districts.

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
MINORITY ACHIEVEMENT INITIATIVES: Chapel Hill-Carrboro City Schools	(1) Minority achievement	Faculty member conducted nine focus groups off AVID students (5-10 students) in each group and interviewed AVID personnel.	CHCCS central administration and school board received a written report, summary of findings with respect to AVID program and adjustments/modifications that might be considered to further increase achievement. Board is considering report at this writing.
ORGANIZATIONAL CHANGE RETREATS (ongoing): Chapel Hill-Carrboro City Schools.	(1) Governance by 21st century systems through consultation and revision assistance.	MSA provided guidance/input on major revision of CHCCS' school governance structures. MSA faculty member was also a member of and consultant to the Chapel Hill-Carrboro City Schools' School Governance committee for the 2006-2007 school year. The focus of the yearlong committee was a complete revamping of governance structures in the school district.	The CHCCS School Board has adopted a major revamping of school governance structures in that school system.
ORGANIZATIONAL CHANGE RETREATS (ongoing) :(County representation information	(1)Preparation of 21st century professionals in regard to understanding	Principals' Executive Program: MSA provided major presentation to new elementary school	New elementary principals (via PEP evaluations and subsequent feedback) indicate

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unavailable as attendance was recorded by the Principals' Executive Program).	of organizational change and leadership for new principals.	principals on organizational change in education. The MSA program was involved significantly in the Principals' Executive Program relating to new principals. MSA faculty provided session to approximately 15 newly appointed North Carolina elementary school principals from 15 NC counties.	that their organizational effectiveness and leadership development have contributed significantly to school-based instructional and managerial improvements.
ORGANIZATIONAL RELATIONSHIPS PROFESSIONAL DEVELOPMENT (ongoing) :(County representation information unavailable as attendance was recorded by the NCTAA).	(1)Preparation of 21st century professionals in regard to understanding of organizational relationships for teaching assistants. (2)Innovation in public schools through increased understanding of classroom-based problem solving resulting in improvement of instructional effectiveness.	Formal collaboration with the NC Teacher Assistants' Association resulted in two major presentations attended by 70 TAs on organizational/human relationships and problem-solving in classroom settings. The North Carolina Teacher Assistants Association, for the third consecutive year, continued its emphasis on classroom-based problem-solving for TAs.	The North Carolina Teacher Assistants Association feedback indicates that classroom problem-solving skills have increased as a result of MSA faculty involvement in the TA sessions provided.
SITE-BASED ORGANIZATIONAL PROFESSIONAL DEVELOPMENT SESSIONS: Alamance-Burlington Schools: 15 site-based principals and five representative central office personnel	(1) Preparation of 21st century professionals through review and revision of organizational norms and practices.	MSA faculty conducted SIX 4-hour sessions to work collaboratively with the Alamance-Burlington School system to explore extant site-based organizational norms. Principals systemically gathered data	The Assistant Superintendent of ABSS has reported that the sessions were excellent and that the process of determining site-based organizational norms has led to several action plans to bring site-based

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		consistent with the exercises and reported out to the larger groups, where collaborative discussions were conducted and action plan elements were conceived for implementation through 2007-2008 and into 2008-2009 (ongoing).	structures into 21st century goals. These action plans are of varying length at various school sites and enjoy strong central office support.
TECHNOLOGY INITIATIVE (ongoing): Orange County	(1)Governance and support by 21st century systems through technology implementation as related to student achievement.	For the Five-Year Technology Plan, MSA faculty continue to provide input. One three-hour session relating to technology planning and the use of technology as a means of improving student achievement in Orange County schools (in conjunction with Orange County Director of Media & Technology and the “MSA Problems in Educational Administration II” class).	MSA faculty continue to collaborate with Orange County Schools in the area of technology and its uses for the improvement of instruction. Orange is highly regarded for its technology and its emphasis on the use of technology for this purpose.
MSA INTERNSHIP SERVICE, CURRICULUM/INSTRUCTIONAL LEADERSHIP, and SOCIAL JUSTICE & EQUITY PROJECTS: ALAMANCE-BURLINGTON: Cummings HS, Eastern Alamance HS, Elon Elementary, Graham HS, Hawfields Middle School, Smith Elementary, Western Alamance MS,	(1)Innovation in NC public schools through numerous research based initiatives identified by school sites (see outcomes column) targeted toward improved student performance and meeting needs of at-risk	In the past year, there were 48 MSA and Add-On licensure interns who served in public schools, acting as assistant principals for the school year. As part of this experience, each internship site school identifies an area of need. The principal and the intern collaboratively create a plan	The internship listing is replete with school sites that have been identified as low-performing or under-performing. One mandate of the UNC MSA program is that each intern develop a portfolio goal that relates specifically to instructional

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<p>Woodlawn Middle, CHATHAM: Horton MS, North Chatham Elementary, Pittsboro Elementary, Silk Hope K-8 School, Woods Charter School DURHAM: Eastway Elementary, Eno Valley Elementary, Fayetteville Rd. Elementary, Forest View Elementary, Hillside HS, Holt Elementary, Northern HS, Southern HS, WG Pearson Elementary GRANVILLE: Mary Potter Intermediate School GUILFORD: Medenhall Middle School, Page HS ORANGE: Cedar Ridge HS, Grady Brown Elementary CHAPEL HILL-CARRBORO: Chapel Hill HS, Culbreth Middle School, Ephesus Elementary, Phillips Middle School, Seawell Elementary School PERSON: Northern Middle School WAKE: AB Coombs Elementary Magnet, Apex HS, Ballentine Elementary, Barwell Rd. Elementary, Brassfield Elementary, East Millbrook Magnet MS, Lincoln Heights Elementary, Longview (6-12) School, Millbrook HS, Reedy Creek MS, Salem Elementary, Stough Elementary, Wildwood</p>	<p>students within low-performing or under-performing schools</p>	<p>specifying an activity or program that the intern will address during the year of service to better meet the school's need. Under the supervision of MSA faculty, the 48 interns completed service projects to meet the needs identified by their schools. Needs usually focused on issues of equity and social justice and often involved at-risk students. During 2007-08 for example, principals at several schools identified the goal of improving the academic performance of low-performing students, and substantial numbers of interns assisted in the disaggregation of test data, analysis and interpretation of those data, and the development of targeted programming that would best address the identified needs. Likewise, MSA interns worked with teachers to develop appropriate instructional plans to meet individual student needs.</p>	<p>leadership/improvement of instruction; almost always, this goal is specifically related to a second UNC MSA mandate that requires each intern to integrate a significant social justice/equity theme into the associated leadership goals. As a result of the MSA intern service projects, several sources of data analysis with respect to minority enrollments in advanced courses now exist, with many schools looking more deeply into the challenges and developing action plans. New programs are now in place at schools to meet the needs of students and teachers. Among other more traditional activities, MSA interns have developed programs this year (2007-2008) in tutoring, after-school programs, professional learning communities, curriculum alignment, student safety, team planning adjustments, clinical supervision, and new teacher</p>

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Forest Elementary			orientation and mentorship. In addition, there has been significant focus on integrating elements of the recently adopted NC Principals' Standards with respect to professional learning communities, teacher retention, and the use of data sets that incorporate the NC Teacher Working Conditions Survey for analysis and interpretation.

Support for Beginning Administrators

The cohort-based structure of both the On-campus and Off-campus MSA Programs provides a NETWORK OF PROFESSIONAL SUPPORT that assists fledging administrators as they begin their administrative careers, extending the connection established during the two years of MSA study. MSA professors work with them closely as they seek their first administrative positions, providing initial guidance about what prospects look most appropriate as well as interview preparation experiences. The informal counseling often continues after the initial placement, as MSA professors informally serve as mentors during the early stages of the beginning administrator's career. The public school mentors, who worked with the MSA students when they were interns, also provide support as the graduates begin their administrative careers, both by providing advice and counsel and by building a network of support and opportunity for them. The MSA Program provides further support to beginning administrators by requiring them to work in community agencies during their MSA study, such as agencies and organizations serving homeless/transient persons, the ESL population, children with special needs, Native Americans, Hispanics/Latinos, African/American administrators and housing programs such as Habitat for Humanity. After these students have graduated and are beginning administrators in schools, they are familiar with these community agencies and can call on them to assist students and families in their schools. Approximately 67% of the MSA students take as their elective a "Spanish for Educators" class that assists them in developing educational-related dialogues in Spanish. An additional 10-15% take as an elective a course in Latino culture and schooling. The School of Education also continues to distribute two resources that were produced in 2006-2007—an educators' handbook on CD and a parent guide to North Carolina's public school procedures and requirements in Spanish--that beginning administrators refer to widely and distribute appropriately in their schools. The MSA Program also maintains listservs for all its graduates, providing them with an opportunity to remain connected to the program faculty and to one another. Assistance to beginning school administrators was provided this year when one of our MSA faculty provided technical assistance to the Wake Leadership Academy of Wake County Schools. Other forms of support for beginning administrators are provided through our RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP). Principals and assistant principals served on the Coordinating Teams of the seven RTSP projects this year, participating in planning meetings and gaining ideas from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular and their schools more broadly.

Support for Career Administrators

The Ed.D. faculty support career administrators by arranging the Ed.D. Program with many evening classes so that career administrators who wish to do so can pursue doctoral study on a part-time basis while continuing their careers. The MSA faculty members work closely with experienced administrators as they place MSA students in their internships. This interaction prompts many career administrators to reflect on their own careers and consider pursuing further study. Others grow professionally by continuing to serve as mentors to aspiring interns through the years. As part of the mentor role, career administrators receive training at an orientation session each year. This year, 180 people attended the MSA orientation, including career

administrators as well as mentors, beginning interns, graduating interns, faculty members and other colleagues. Another form of support for career school administrators occurs as the MSA Program hires practitioners to serve as ADJUNCT FACULTY to teach courses in the MSA Program. This year, practitioners from Alamance-Burlington, Chapel Hill-Carrboro, Duke University, Durham Public and Wake County Schools taught courses in the MSA Program. This not only provides a balanced perspective for students but it also aids these career administrators in their own development as well as building a network of support for the students when they subsequently become administrators throughout the districts. The MSA faculty also provides in-service PROFESSIONAL DEVELOPMENT to career administrators in a variety of settings, including presentations at State Principals' Executive Program, the State ASSET Project of the Center for School Leadership Development and the Principal Fellows Program. LEARN NC, our Internet-based network of resources for NC educators, further supports career administrators by presenting workshops throughout the year in conjunction with the Principals Executive Program at the Center for School Leadership as well as other conferences in which career school administrators participate. Our School also supports career administrators through several lecture series. One lecture series that focuses specifically on administrators is the Smallwood Dialogue Series, in which experts speak on issues facing administrators, particularly women. Other speakers recently hosted by the School of Education this year that school administrators heard included: Mel Levine (former Dean of Columbia College TC), who spoke to administrator preparation programs; Jack Stenner on testing and measurement issues; Kristen Huff on the Advanced Placement Programs; James Johnson on demographics and education; Sharon Powell on school-based health promotion programs; Jean Patterson on segregation in Kansas; Lawrence Aber on poverty and education; Laurie Maffly-Kipp on teaching religion in the history classroom; Jane Callahan on service-learning as pedagogy; Carolyn Foxx on service-learning in K-1 settings; and Eloise Metcalfe on collaborative research. Other services which support career administrators have been described under "Service to the Public Schools" above.

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	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	19
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	19	Total	27
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	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	17
	Other	0	Other	1
	Total	18	Total	28
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	2	Total	13

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

Masters	
MEAN GPA	3.13
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	0	47	0	1
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	13	5	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	29	0	0	0
G Licensure Only	0	1	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	48	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.	3.88	3.64
preparation to use technology.	3.71	3.45
preparation in instructional leadership.	3.76	3.82
preparation to assist teachers in meeting the needs of diverse learners.	3.47	3.73
Number of Surveys Received	17	11
Number of Surveys Mailed	47	47