

IHE Masters of School Administration Performance Report

UNC-Charlotte

2007 - 2008

Overview of Masters of School Administration Program

The MSA Program seeks educators who want to take the lead in transforming schools into exciting and challenging environments that provide success for every student every day. The revised 39-semester hour program was implemented in the fall of 2008. Throughout the program, candidates are engaged in a standards-based (North Carolina Standards for School Administration and the Interstate School Leaders Licensure Consortium standards) curriculum. Course content is crafted to insure that knowledge and theory are clearly connected to the realities of practice. The program emphasizes: (1) acquisition of knowledge, understanding, skills, and dispositions necessary for visionary principals and assistant principals; (2) advancement of personal and educational platforms that embody an ethical and moral commitment to diversity and equity; (3) attainment of organizational process skills that support transforming educational structures and programs that will promote universal student proficiency; and (4) productive application of content knowledge and theory to the problems of practice through an intensive ten-month clinical internship. One hundred and thirty-three students are currently enrolled. Twenty-three students are Principal Fellows. Of the 133 students enrolled in the MSA program during 2007-2008, fourteen served as Assistant Principals while completing the degree requirements.

Special Features of the Masters of School Administration Program

Our MSA program was recently reaccredited through 2012 by NCATE and was approved for continuation by NCDPI until that time as well. Instructional leadership, especially in the current accountability environment, is one of the core content strands of the program. As a result, graduates are eligible to obtain licensure in two areas – School Administrator (Level I) and Supervisor. The program continues to create on-line courses to better serve busy professional educators. Currently, 4 of the 13 courses in the program are either fully or partially on-line. In addition, there are two distance education cohorts taught face-to-face. First-year Principal Fellows participate in two seminars monthly intended to expand and enrich course content, provide sharing and networking opportunities, and offer opportunities for leadership, promote reflection and personal/professional growth from feedback obtained through an array of self-assessments. Seminar presenters are practicing school site and central office administrators who bring expertise in such topics as Dealing with Difficult People, Human Resource Personnel and the Building Level Principal, Managing School Resources, Using Data to Drive Instruction,

Differentiated Instruction in the Classroom, and Coaching Teachers to Expand Components of Effective Lesson Design. All principal interns meet monthly with their supervisors to discuss issues, concerns, and high points of the internship as well as a focus topic collaboratively agreed upon based on the needs of the group. There were 63 interns during 2007-08, including members of both on and off-campus cohorts. They were placed in all but one of the school systems of our service region (the Southwest Education Alliance). In response to recent North Carolina legislative action (HB11), the Department of Educational Leadership designed and implemented an add-on licensure program for school professionals already holding the masters degree and an advanced license. We graduated the first group of add-on licensure students (n=34) in May 2008. In an effort to recruit and retain a wide variety of students who demonstrate exceptional leadership skills and interest in school administration, the program coordinator began participation in workshops designed to increase skills for recruiting minorities and males into the MSA program.

Direct and Ongoing Involvement with and Service to Public Schools

In 2007-2008, faculty provided a wealth of long- and short-term services to school administrators, including mentoring, grant-writing, consultation, professional development, and coursework. Coursework includes two distance education cohorts, Gaston County and Rowan/Stanly County, with courses delivered face-to-face in convenient locations so that those school systems can encourage the development of principals within their own locales. The eleven students enrolled in the Gaston County Cohort have completed their first year in the program. Thirteen candidates in the Rowan/Stanly County distance education cohort completed their studies and received their degrees in May 2008, thereby achieving the collaborative goal of “growing their own” administrators within those districts. Of the 13 students enrolled in the Rowan/Stanly County Cohort, four received assistant principal appointments while enrolled in the program. The Educational Leadership faculty began conversations with Union County Public Schools officials to assess the feasibility in starting an MSA program in Union County in summer 2008. Faculty have conducted workshops and professional development for principals on topics such as the use of student assessment data for decision-making and planning for schoolwide changes, combating childhood obesity, early literacy instruction, using the PKK-TPAI instrument, and organizing a school for success around research and best practices. Faculty have consulted with individual principals and central office administrators in relationship to issues of assessment, curriculum, organizing a school around the research on school effectiveness, teacher support and retention, evaluation projects, and collaborative co-teaching. Faculty have assisted principals with School Improvement Plans and School Improvement Teams.

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
Dr. Dunaway - Kannapolis Intermediate School (KIS), Kannapolis City Schools	To provide a framework for organizing the school around the research on school effectiveness To collaborate with COED and KIS personnel in planning and implementation of a new Professional Development School	Multiple meetings with assistant principals, administrative team, PDS team, and School Improvement Team to develop rationale for collaboration in the PDS effort around the research on effective schools Presented “Organizing a School for Success Around Research and Best Practices” to KIS staff Summer/2008: Training KIS staff members during the summer of 2008 and continuing to collaborate and advise at least through the 2008-09 school year or until they have mastered the organizational processes.	Initial outcomes: the administrative team, the PDS team, the School Improvement Team, and the entire staff have seen significant value and opportunity improving student achievement by organizing Kannapolis Intermediate School around the well-established best practices of school-wide effectiveness based on the research of Larry Lezzotte, Ron Edmonds, and Robert Marzano.
Dr. Dunaway – Iredell-Statesville Schools	To assess the perceptions of the teachers and administrators of the purpose and value of required individual growth plans To assess the perceptions of teachers at Mills and Monticello Elementary schools related to the joining of the two schools for the 2008 school year	April 2007 – All certified staff members of Iredell-Statesville Schools were surveyed. June 2007 – I interviewed all staff members at the two schools about their perceptions of the process and their views of the potential success of the merger for the next year	July 2007 - provided superintendent and school-board members with a review of the perceptions of the success of the school merger process as this would not be the last merger of K-3 and 4-5 schools in system. The interviews were recorded, the data aggregated and analyzed and a report

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		April 2008 – Superintendent agrees to collaboration on a similar survey related to School Improvement Plans	issued to the superintendent. March 2008 – A report was made to the superintendent with recommendations for process improvement
Drs. White and Bird - Pitt School Road Elementary - Cabarrus County Schools	(1) To evaluate implementation of the Cabarrus County Schools pilot of Response to Intervention (RTI) model at Pitt School Road Elementary 07-08. (2) To provide recommendations to the Cabarrus County Schools to support the “scaling up” of RTI to 3 additional schools in 08-09. (This collaboration helps principals in their role as instructional leaders and in their responsibilities to improve teacher retention.)	<ul style="list-style-type: none"> • Met with Pitt School Road administrative team and Cabarrus County Central Office personnel to establish the purpose and parameters of the evaluation (1/08). • Obtained Cabarrus County and UNC Charlotte IRB approval for the data collection (2/08). • Interviewed key stakeholders about the pilot implementation (2/08-3-08) • Transcribed interviews and analyze results (4/8-5-08). • Submit report to Cabarrus County (by 6/08). 	Evaluation outcomes are not finalized yet, nor are student outcome data available yet.
Dr. Algozzine with Charlotte-Mecklenburg Schools	Early Childhood Educator Professional Development Project - to engage administrators, teachers, and teacher assistants in improving early literacy instruction so that	Ongoing technical assistance and evaluation support for federally-funded early childhood program in 49 preschool centers and classrooms – involving	(1) Almost all (90%) administrators participated in professional development addressing effective early literacy instruction. (2)Almost

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	<p>participating students achieve significant learning gains in early literacy. (This collaboration helps principals in their role as instructional leaders and in their responsibilities to improve teacher retention.)</p>	<p>administrators, teachers, and teacher assistants 4/1/2007-3/31/2008</p>	<p>all (96%) teachers participated in professional development addressing effective early literacy instruction. (3)Almost all (94%) teacher assistants participated in professional development addressing effective early literacy instruction (4)The percent of preschool-aged children participating in the project who achieved significant learning gains (defined as a standard score increase of 4 or more points between pre- and post-test on the PPVT-III) improved from 33 to 45%. (5)The percent of preschool-aged children participating in ECEPD projects who demonstrated age-appropriate oral language skills (defined as a standard score of 85 or higher, as measured by the PPVT-III) improved from 48</p>

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			to 68%. (6)The number of letters ECEPD children could identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask was consistently above criterion.
Dr. Anderson with 7 schools in Iredell-Statesville School System	1. Increase the knowledge and awareness of principals with regard to inclusion and collaborative co-teaching. 2. Train all co-teaching teams from participating schools in best co-teaching practices and research, as well as differentiated instruction 3. Observe and monitor all co-teaching teams throughout the school year. 4. Gather perceptions of co-teaching from participating administrators, teachers, and students. (This collaboration helps principals in their role as instructional leaders and in their responsibilities to improve teacher retention.)	Provided in-service training to principals interested in beginning co-teaching at their schools. Conducted preassessment of attitudes toward co-teaching held by students, teachers, and administrators. Conducted training on collaborative co-teaching practices, differentiated instruction and universal design within inclusive classrooms, and how to examine co-teaching data gathered from previous year with all co-teaching pairs and administrators. Conducted three rounds of classroom observations of all co-teaching pairs and control school sites. Conduct end-of-year	Principals decided to either participate in systematically implementing co-teaching or to wait until next year. Training evaluations have been secured after each of the training sessions. Pre and Post attitude survey data is being collected for administrators and teachers and students. Quarterly and EOG scores are being maintained in a database for analyses once all scores have been entered by the ISS EC Department. Three rounds of classroom observation data have been gathered including reliability checks by the external consultant. Interview data will be analyzed during the 2008 summer (June – Aug) and used to

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		interviews with participating administrators, teachers, and students. June – August 2008 – Will be analyzing data collected from 2007-2008 school year, including quarterly assessments and EOG scores of students with disabilities.	triangulate evidence from other data sources as to the effectiveness of the project on students with disabilities achievement and sense of inclusiveness within general education classrooms.
Drs. Lee, Lyons, Bird, Flowers, and Dunaway with all Southwest Education Alliance districts served by UNC Charlotte	To revise the placement strategies and assignments of MSA interns so as to provide more intentional support for principals as well as clearer roles for the interns.	Used mentoring principals', interns', and university supervisors' evaluations to better match internship activities to the areas where principals want and don't want interns' assistance. Conducted entrance and exit interviews with all mentoring principals.	Principals did not want interns involved in budgetary issues. They requested and received greater assistance in data-gathering and analysis, library and internet research: particular strategies and trends, and use of technology such as PowerPoint for presentations. Most principals requested and received help from the interns in creating new teacher seminars and other supports in order to help improve teacher retention. Principals also reported becoming more reflective and more intentional in their decision-making as a result of mentoring the intern.

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Dr. Lambert with the North Carolina Department of Public Instruction, Office of School Readiness, Teacher Licensure Unit	The goal of this study is to train and group of administrators, mentors, and evaluators from the entire State of North Carolina to use the PKK-TPAI measure as part of the teacher mentoring, evaluation, and licensure process. I also serve as an evaluator for teachers in this part of the state as assigned by DPI. (This collaboration helps principals in their role as instructional leaders and in their responsibilities to improve teacher retention.)	Spring, 2007 – present. We have conducted training sessions for administrators, mentors, and evaluators around the state. We are also developing web-based training materials for administrators, mentors, and other evaluators.	We are collecting PKK-TPAI scores on all the teachers in the state who are participating in the program. We plan to examine the growth that teachers make as part of the mentoring process.
Dr. Lee and Dr. Lim with 14 female secondary principals in Cabarrus County and Charlotte-Mecklenburg Schools	(1) Initial priority: to gather data that would enable principals to guide teachers to use strategies that encourage female students toward greater participation in math courses. (2) Emergent priority: to support principals in reflecting upon their own experiences in math courses and what they'd do differently as the instructional leader.	Individual interviews, followed by reflective conversations. (Part II will continue with additional participants in Fall 2008)	(1) Analysis of interview data is in process this summer. (2) Follow-up reflective conversations yielded two preliminary outcomes: (a) expressions of intent to look more closely at how girls are being placed in math classes to make sure there is gender support present and no gender bias, and (b) to begin interviewing prospective math teachers about their philosophy and perceptions regarding girls in math courses.

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MSA faculty with Rowan and Stanly County School Systems	At the request of the school systems, we offered a distance education MSA program through face-to-face instruction to help school systems “grow their own” new principals.	Two-year (48-credit-hours) program that began in the summer of 2006 and offered courses on the proposed calendar through students’ graduation in Spring 2008.	Twelve students graduated in May, 2008. Four interns served as first-year assistant principals during their internships.
MSA faculty with Gaston County Schools	At the request of Gaston County Schools, we are now offering a second distance education MSA program through face-to-face instruction in order to help Gaston County “grow their own” new principals from the population of teachers, guidance counselors, and directors that they’ve identified as potential leaders.	Three year (39-credit hours) program that began in summer of 2007, and will proceed with fewer courses at a time, based on strong feedback from previous two-year cohorts who said the pace was inappropriately intense. The reduced credit hours reflects the revisioning of the MSA program accomplished during 2006-07 and implemented during 2007-08.	Eleven students are enrolled in this cohort with 100% retention through year one.

Brief Support for Beginning Administrators

Faculty served as mentors to beginning principals who were identified by their district as most in need of additional development and ongoing mentoring. Faculty serving as university internship supervisors provided mentoring and individual professional growth to interns in Gaston County, Cabarrus County, Stanly County, Anson County, and Rowan County who received assistant principalships while completing their degree requirements. In addition, we provided support to interns who were first year assistant principals at three charter schools: American Renaissance in Statesville, Pine Lake Preparatory in Mooresville, and Union Academy in Monroe. Faculty continued responding to requests of newly-appointed administrators for strategies to address personnel issues, morale building, school improvement teams, and student performance.

Support for Career Administrators

When making on-site visits, faculty supervisors of interns often meet with school principals at the request of those principals. These supervisor-principal meetings become professional development opportunities for the principal and coaching sessions for the supervisor. Faculty provided specific professional development activities to principals that will enhance their knowledge of teacher empowerment, teacher recruitment, and teacher retention, survey data analysis, and school improvement team processes. Two faculty members established a strong connection with career African American female administrators in grades 9-12 by providing an opportunity for these administrators to participate in guided reflection and conversation aimed at examining their perceptions of gender bias in Math. These principals reported that participating in this opportunity enhanced their interview skills when hiring perspective Math and Science teachers. Faculty have conducted workshops and professional development for principals on topics such as the use of student assessment data for decision-making and planning for schoolwide changes, combating childhood obesity, early literacy instruction, using the PKK-TPAI instrument, and organizing a school for success around research and best practices. Faculty have consulted with individual principals and central office administrators in relationship to issues of assessment, curriculum, organizing a school around the research on school effectiveness, teacher support and retention, evaluation projects, and collaborative co-teaching. Faculty have assisted principals with School Improvement Plans and School Improvement Teams. Changes to internship assignments were designed so as to intentionally provide additional support to the mentoring principal in areas they requested, including data-gathering and analysis, mentoring first-year teachers, use of technology, and providing new teacher seminars.

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	1	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	20
	Other	0	Other	0
	Total	12	Total	29
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	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	11	Total	22
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	23
	Other	0	Other	0
	Total	12	Total	38

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

Masters	
MEAN GPA	3.09
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	29	1	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	0	2	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	2	0	0	0	1
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	44	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.	3.38	*
preparation to use technology.	3.15	*
preparation in instructional leadership.	3.23	*
preparation to assist teachers in meeting the needs of diverse learners.	3.15	*
Number of Surveys Received	13	*
Number of Surveys Mailed	44	44
* Less than five survey responses received. They will be held and combined with next year's responses.		