

IHE Masters of School Administration Performance Report

UNC-Wilmington

2007 - 2008

Overview of Masters of School Administration Program

The Master of School Administration (MSA) Program is comprised of the four essential core conditions as defined by the Southern Regional Education Board: (1) University/district partnerships for principal preparation; (2) Emphasis on knowledge and skills for improving schools and raising student achievement; (3) Well planned and supported field experiences; and (4) Rigorous evaluation of participants' mastery of essential competencies and program quality and effectiveness. The MSA program also is aligned with the Watson School of Education's Conceptual Framework and mission statement (to develop highly competent professionals to serve in teaching and other educational leadership roles), as well as the Educational Leadership Constituencies Council (ELCC) and the Interstate Leaders Licensure Consortium (ISLLC) Standards. The conceptual framework serves as the core of the MSA program by stipulating the development of highly competent professionals to serve in educational leadership roles through: Ethical and Professional Standards, Informed Decision-making, Reflective Practice, Pedagogy, Diversity, Content Knowledge, Effective Communication, and Technological Competencies. The WSE faculty is highly qualified and committed to modeling best professional practices in scholarship, service, teaching, supervision, mentoring, and advising. Public school practitioners also teach and supervise in the MSA program, and assist faculty in guiding the program design and ensuring currency. During the 2007-2008 academic year, the MSA faculty implemented the School Administration add-on licensure program for individuals who have already obtained a masters degree in other instructional areas. Currently, 20 students are enrolled in the School Administration add-on program.

Special Features of the Masters of School Administration Program

During the 2007-2008 academic year, the MSA faculty implemented revised courses and program delivery options. All courses in the MSA program are now offered in a 50/50 hybrid format combining face-to-face and online delivery. The majority of the courses meet one evening per week to accommodate the schedules of program participants. The reorganization of the MSA program and the offering of the School Administration add-on licensure option have allowed for greater flexibility in delivery and participation. Faculty now collaborate to provide instruction that is aligned with the standards and builds upon concepts presented throughout the program. This teaming of instruction affords students increased opportunities to apply research-based information to the real-life, day-to-day realities of being a school administrator. Collaboration is

not limited to the WSE faculty, but is extended to former colleagues within the UNC system, public school personnel, and nationally recognized administrators. The following publication available at http://www.vste.org/publications/journal/attach/vj_2008/vj_2008_01.pdf demonstrates the level of commitment in preparing students to be effective public school administrators. Dickerson, J., Coleman, H., & Walser, T. M. (2008). Preparing School Administrators to be Technology Leaders: Standards and Strategies. Virginia Society for Technology in Education Journal, 22(1), 1-6. The MSA program requires students to conduct a needs assessment of schools during their internship and then generate a plan of action to meet the school's need. As a result of this requirement students are being encouraged to present their research and plans of action which is called their "Signature Project" at state conferences such as Raising Achievement and Closing the Gap. During the 2007-2008 school year one Principal Fellow presented with her husband who is a first year Lateral Entry teacher on "Positive Behavior Management in Middle and High Schools." Students also have been encouraged to travel abroad to Japan and South Africa to broaden their knowledge base and conduct research on education in other countries.

Direct and Ongoing Involvement with and Service to Public Schools

One MSA professor serves as an evaluator for the NC Quest, Middle School Educators Empowering Learners, grant project. The purpose of the project is to unite a coalition of educators, including education and college of arts and sciences faculty partnered with public school educators, to build the region's capacity to ensure the success of middle grades students, particularly those who are at risk of being unsuccessful in classrooms and traditional school environments. The grant project includes 30 educators (teachers and assistant principals) from three middle schools in two high need school districts, Onslow and Jones County. It is anticipated that this effort will directly improve educational outcomes and experiences for approximately 1,867 students attending the three middle schools. This professor also served as the evaluator for the Wachovia Foundation Teachers and Teaching Initiative, Hill-UNCW Regional Teacher Training Institute proposed grant project. The project is a collaborative effort between the UNCW Watson School of Education (WSE), Brunswick County Schools and 10 additional partner counties from the UNCW WSE Professional Development System (PDS), and the Hill Center in Durham. The purpose of the project is to implement and evaluate an innovative and replicable model for closing the achievement gap in reading for at-risk, low performing students in grades K-8. Up to 340 low performing K-8 students in Brunswick County Schools will receive the HillRAP reading intervention. Professional development for educators will include: up to 40 Brunswick County elementary and middle school teachers trained in HillRAP reading intervention, up to 1,100 K-12 teachers and administrators from 11-county PDS trained through online course, and up to 20 UNCW undergraduate teaching candidates trained through UNCW HillRAP course. In addition, up to 400 parents of students at project sites in Brunswick County will participate in parent workshops. This grant proposal developed a program logic model and evaluation plan for the project in collaboration with the Hill Center and the Associate Dean for Outreach Alliances. This same professor also acted as co-principal investigator for a National Science Foundation grant project, Collaborative Research on Science Communication Interface Model: Connecting Science to the World through Inquiry, Talk and Writing. The overall goal of the project is to transform science education in grades 3-5 in non-urban schools with a comprehensive approach to development, implementation, and research. The project will

include professional development for approximately 100 3rd-5th grade teachers from 10 elementary schools in 4 non-urban school districts serving high minority, low-income students. Approximately 2,000 3rd-5th grade students will receive the intervention over a 3-year period. Another professor has worked with the Issac Bear Early College, Pender County Schools Early College High School Program, and Cape Fear Center for Inquiry to provide staff development, and to collaborate with the principals and lead teachers of those programs. The dean, who is a MSA faculty member, meets regularly with area superintendents to discuss opportunities and needs of the region. The Southeast Education Alliance plays an integral role in this process.

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
Brunswick County, Camp Lejeune Department of Defense Schools, Clinton City Schools, Columbus County Schools, Duplin County Schools, Jones County Schools, New Hanover County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School	Developing highly competent professionals to serve in leadership roles.	Year long internship assignments with leading principals in PDS districts.	Twenty interns were assigned to six districts and a total of 23 schools.
Brunswick County Schools, Onslow County Schools, Jones County Schools	University Assistance with Grant-funded Initiatives	For NC Quest, Middle School Educators Empowering Learners: assisting middle grades teachers to become highly qualified, appropriately licensed, highly knowledgeable about pedagogically skilled in effectively instructing students in literacy, mathematics, and science; ensuring that principals have the instructional leadership skills to help them work effectively with teachers to help students master core academic subjects. For Wachovia Foundation Teachers and Teaching Initiative, Hill-UNCW Regional Teacher Training Institute proposed grant project:	The grant project includes 30 educators (teachers and assistant principals) from three middle schools in two high need districts, Onslow and Jones County. It is anticipated that this effort will directly improve educational outcomes and experiences for approximately 1,867 students attending the three middle schools. To date, the evaluation has included participant surveys, document analysis, and individual interviews with participants. Fall 2007 (30hours) „X Fall 2007 Kick Off „X Online Math Module „X Online Science Module „X Online Language Arts Module „X Leadership and Sustainability for Middle Grade Administrators Online Module „X

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
		to improve systemic support for teachers of at-risk, low performing students; to support parents of struggling learners; to better prepare university teacher candidates through university-level HillRAP coursework; and to establish a regional model for professional development support and collaboration to promote systemic change.	Study Groups „X Celebration for Learning Spring 2008 (30 hours) „X Discipline Specific Sessions in Math, Science and Language Arts „X Online Modules and Face-to-Face Saturday Labs „X Instructional Leadership Supporting Teachers in Curriculum Sessions (online) „X Study Groups „X Celebration of Learning The Hill-UNCW proposal was submitted February 14, 2008; award notifications will be received by June 30, 2008.
New Hanover County Schools, Pender County Schools, Cape Fear Center for Inquiry Charter School.	To provide staff development for principal, faculty, and lead teacher of Early College High School Programs.	Professional development offerings provided continued research and data on successfully implementing Early College High School Programs.	Two principals, one lead teacher, and 7 teachers were involved from all the 3 programs.
Brunswick County Schools, Columbus County Schools, Duplin County Schools, New Hanover County Schools, Onslow County Schools, and Pender County Schools	Establishing written partnerships with area superintendents and Ed.D. Doctoral candidates.	Year long internship assignments with superintendents	Formal contracts were developed and signed in regards to MSA/Ed.D faculty assisting the districts with administrative mentoring/coaching, while superintendents agreed to work with Ed.D. Doctoral candidates to provide release time and administrative duties.
Brunswick County	Mentoring of Central Office Administrator	MSA faculty member mentored central office administrator in	Central Office Administrator applied new strategies presented by MSA

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
		how to address continuing personnel issues.	faculty member to personnel issues. The guidance provided new insight into effectively creating positive change and growth among personnel.
New Hanover County	Elementary School Science Fair Judge	Instructional assistance was provided to teachers through evaluation of student projects.	21 student projects were judged. Written feedback was given on each projected in order to better help teachers with instruction and preparation of future science fairs.
Brunswick County Schools, Clinton City Schools, Columbus County Schools, New Hanover, Onslow County Schools, and Pender County Schools	Collaborative Coaching with area Principals and the interns they are to mentor	Orientation of internship requirements, opportunities and experiences new interns and mentoring principals may experience during the internship semester.	17 area principals attended the session and all interns successfully completed their assigned internships for the 2007-2008 school year.

Brief Support for Beginning Administrators

The NC Quest grant entitled “Middle School Educators Empowering Learners” includes Assistant Principals at each of the participating middle schools who are involved in ongoing face-to-face and online professional development for instructional leaders, including 75 hours in reading/recruitment/retention strategies and 10 hours in technology. The proposed Wachovia Foundation Teachers and Teaching Initiative, Hill-UNCW Regional Teacher Training Institute, grant project includes professional development for K-12 school administrators from the partnership schools in the 11 school systems involved with the Watson School’s Professional Development System. Up to 1,100 K-12 teachers and administrators will participate in an online professional development course on differentiated instruction. Up to 300 regional system leaders will participate in a Leadership Institute to improve systemic support for teachers of at-risk, low performing students. MSA faculty have provided support for beginning administrators on topics such as decision making, planning, conflict resolution, and addressing negative school climate. Teachers of the Year and Principals of the Year have been brought to campus to share best practices, concerns, and challenges for new administrators.

Support for Career Administrators

The proposed Wachovia Foundation Teachers and Teaching Initiative include professional development for K-12 school administrators from the eleven school system partners in the Watson School’s Professional Development System. Up to 1,100 K-12 teachers and administrators will participate in an online professional development course on differentiated instruction. Up to 300 regional system leaders will participate in a Leadership Institute to improve systemic support for teachers of at-risk, low performing students. In March, 2008 a conference was held with a central office administrator to provide assistance and guidance in addressing personnel issues and problems in the career administrator’s school district. One adjunct supervisor served as an interim assistant principal from March to April in order to help the principal with teacher observations. The university-school partnership provides professional development activities including conferences, orientations, training and workshops for educators. Fifty-four administrators were engaged in one or more of these professional development sessions in 2007-2008. The Watson School also sponsored a state-wide Mentor Conference entitled Mentoring 21st Century Educators in the Spring of 2008. Educators from 45 school districts in North and South Carolina participated, including 56 school and district level administrators. The Watson School also hosted the PTA council from New Hanover County Schools targeting the relationship between school, community, and parents.

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	2
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	9
	Other	0	Other	1
	Total	8	Total	12
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	1	Black, Not Hispanic Origin	1
	Hispanic	2	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	10
	Other	0	Other	1
	Total	5	Total	12
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	1
	Other	0	Other	0
	Total	0	Total	1

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

Masters	
MEAN GPA	3.81
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	4	13	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	4	2	3	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	2	2	2	0	1	1
G Licensure Only	1	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	18	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.	3.5	*
preparation to use technology.	3.33	*
preparation in instructional leadership.	3.67	*
preparation to assist teachers in meeting the needs of diverse learners.	3.33	*
Number of Surveys Received	6	*
Number of Surveys Mailed	17	17
* Less than five survey responses received. They will be held and combined with next year's responses.		