

IHE Masters of School Administration Performance Report

Wingate University

2007 - 2008

Overview of Masters of School Administration Program

The Master of Education in Educational Leadership program was established in the fall of 2006. The MAEd program in Educational Leadership will lead to North Carolina licensure as a K-12 school principal. The program standards address the need to prepare educational leaders who value and are committed to educating all students to become successful adults. The MAEd program in Educational Leadership will enable students to make responsible research-based decisions regarding curriculum, instructional strategies, technology assessment and professional development. The program consists of 37 semester hours. Included in this course work regimen are 12 semester hours of core graduate education courses at the 500 level, 25 semester hours in educational leadership content, and related course work at the 600 level including 475 hours of field and internship experiences. The vision of principal as instructional leader incorporates all essential roles as leader, master teacher and researcher.

Special Features of the Master's of School Administration Program

Sound organizational practices are taught to enable students to develop and organize additional policies and procedures established to maintain safety and security while streamlining the academic environment. Skills in supervision, recruitment, staff appraisal, financial and budgetary planning are taught to students that complete the program. Students know how to involve community stakeholders for multiple constituencies and are able to analyze emerging issues and trends effecting instructional programs. Students are exposed to structured standards based experiences in authentic settings. Student assignments in all classes and internship experiences are based on the North Carolina Standards for School Educators adopted by the North Carolina Board of Education. The internship is centered around the application of knowledge and skills necessary for a successful educational leadership career. Emphasis upon the development of a program portfolio is an essential element of the program in educational leadership at Wingate. Each student develops a program portfolio that is based upon specific portfolio projects related to course subject areas from research methodology to planning school budgets. Each program portfolio is evaluated based upon a University established rubric. All are tied to North Carolina Standards for Educational Executives.

Direct and Ongoing Involvement with and Service to Public Schools

Servant leadership is a principle embraced by all the faculty in educational administration. As such, faculty engage in full time teaching loads and work with surrounding local schools and community groups. Faculty have provided technical assistance and support with school systems including Charlotte/Mecklenburg, Lincoln County, Union County, Stanly County, Kannapolis City and Cabarrus County, Mooresville City, Iredell and Cleveland County. A faculty member has worked to provide technical assistance on planning for school system and school site construction projects. In addition, the staff member has provided technical assistance on the planning for safe orderly schools in cooperation with the regional community education partners. Another member of the faculty has worked to develop and implement training in this region on the teacher working conditions survey and its implementation in schools. This faculty member has also served in Lincoln County as a volunteer to give support for the school bond package proposed for election. This faculty member serves as a volunteer instructor for Junior Achievement of Battleground Primary School. Another faculty member has worked with schools in Charlotte/Mecklenburg on behavior management and positive discipline system for teachers at the middle school level. This staff member is working with Discovery Place to develop a partnership and an inservice program for elementary science teachers in this region to meet the state science requirements. This faculty member has served as a member of the State Compliance Commission. This faculty member has provided volunteer assistance to schools in the region that are interested in establishing an educational program in the primary years program, the middle years program, and diploma program for the International Baccalaureate Organization. The faculty member is a voluntary regional representative for the International Baccalaureate North American organization. This faculty member has provided technical assistance to schools in Catawba County and Lincoln County preparing for Southern Association of Colleges and Schools accreditation. Faculty have provided training available to all local school systems in this region in the following content areas: teaching working conditions, resource management, behavior management and positive discipline.

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
Southwest Education Alliance	Resource Management-Conducted workshops in business operations as a part of the Principal Leadership Academy.	Conducted staff development to administrators in the LEAs represented in the SW Alliance.	Information was taken to the respective LEAs for implementation.
Southwest Education Alliance	Safe, orderly and caring schools. Conducted workshops in the area of safe schools as a part of the Principal Leadership Academy. Provide consultation.	Conducted staff development to administrators in the LEAs represented in SW Alliance.	Information taken to the respective LEAs for implementation.
Southwest Education Alliance	New teacher working conditions survey; school districts in region identified need for training with school principals/assistants principals in the enhancement of working conditions in schools based upon the North Carolina Teacher Working Conditions Survey.	Training sessions were provided to Southwest Region administrators on the background implementation interpretation and strategies for improvement of working conditions in schools.	Participants were able to implement strategies for enhancement of working conditions in Southwest region schools.
Charlotte-Mecklenburg Schools	Safe, Orderly and Caring Schools - Worked in collaboration with Community Education Partners to provide consultation.	Information shared with Senior Management on possible partnerships to develop new alternative schools.	Information received by Senior Management being reviewed for future implementation.
Charlotte-Mecklenburg Schools	Consultation on discipline plan	Provided on-going consultation support for new teachers in the establishment of positive classroom discipline plans.	Teachers participating improvement in discipline; fewer problems to the office.
Mooresville City, Charlotte-Mecklenburg, Iredell-Statesville, Cleveland and Lincoln Counties	Possible new plans for district construction program. Provide consultation.	Information shared with Superintendent for possible new approval for building program.	Information currently being reviewed for possible consideration.

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
Lincoln County Schools	Junior Achievement project; primary school children the Junior Achievement curriculum 3rd grade.	Instruction of Junior Achievement lessons in a 3rd grade class (Battleground Elementary).	This project helped to enable children at Battleground to learn more about living skills on economics.
Lincoln County Schools	Enabling at risk school children in Lincoln County to have access to new school shoes.	Collaborative project with Lincoln County Schools and Kiwanis Club of Lincoln.	Fund continued to be available to acquire new shoes for students of need in Lincoln County.
Lincoln County Schools	School bond campaign for Lincoln County Schools; served on Citizens Committee for Lincoln County education bonds.	Work was provided to raise the awareness of Lincoln County Schools community on needs for school facilities.	Bond was approved by votes.
Union County	UCPS is evaluating the effectiveness of elevating magnet programs for planning purposes.	Research was conducted on the status of elementary magnet school programs.	Information including scholarly articles and dissertations were presented to superintendent for use in district planning sessions.
Cabarrus County Schools	Training program for prospective administrators in administration.	Design and development of a principal training program to address the new standards.	At initial implementation stage.

Support for Beginning Administrators

The administration and faculty of the Wingate Graduate Education Program have been committed to the support for beginning principals serving in this region of the state. All of the faculty and administration of the Graduate Program in Educational Leadership have experience as successful school executives (superintendents and principals) as well as being successful teachers. Faculty have served and continue to serve as mentors to superintendents, principals and assistant principals. The faculty in Educational Leadership have worked with beginning principals in cooperation with the Southwest Regional Alliance. Consultation and training have been provided in the area of resource management, scheduling, crisis planning, human resource management, faculty maintenance, parent collaboration, community involvement, instructional data analysis, conflict management, working with exceptional population, working with the guidelines of NCLB and AYP, instructional decision making, inclusion, and assessment.

Faculty visit sites of new principals' schools to offer additional support in an on-going manner. Support and assistance via e-mail is an almost daily occurrence with the Graduate Education faculty at Wingate.

Support for Career Administrators

The faculty and administration in the Educational Leadership Program at Wingate collectively have over 90 years of successful experience in working at the administrative level for public K-12 schools. As such, contact from this region as well as statewide from current superintendents and principals is very frequent. Currently, the staff and faculty of the Graduate Program in Educational Leadership have responded to requests for assistance in school budgeting, hiring practices, facility architecture development, instructional design, curriculum development, assessment, etc. Faculty maintain their affiliation with the state's professional organizations that support superintendents, principals and assistant principals. Internships for educational leadership provide ample opportunities to interact with colleagues serving the schools. Support is given in regards to current issues principals are facing. Current superintendents and principals from this region serve on the Wingate Graduate Education Advisory Council. At Advisory Council meetings, discussions very often address the current professional needs of superintendents and principals.

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	4	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	12
	Other	1	Other	1
	Total	17	Total	21
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	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
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	34
	Hispanic	2	Hispanic	0
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	37
	Other	2	Other	5
	Total	27	Total	77

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

Masters	
MEAN GPA	2.97
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	5	0	49
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	0	0	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	5	0	0	0
G Licensure Only	0	0	49	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	0	N/A
N/A – as of report date, no completers have taken SLLA exam.		

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.	*	*
preparation to use technology.	*	*
preparation in instructional leadership.	*	*
preparation to assist teachers in meeting the needs of diverse learners.	*	*
Number of Surveys Received	4	3
Number of Surveys Mailed	24	24
* Less than five survey responses received. They will be held and combined with next year's responses.		