

**IHE Master's of School Administration Performance Report
East Carolina University
2008 - 2009**

Overview of Master's of School Administration Program

The MSA program is administratively housed in the Department of Educational Leadership (LEED) in the College of Education. The department is comprised of 22 faculty members. The MSA focuses on the performance indicators in the NC Standards for School Executives and the Interstate School Leaders Licensure Consortium (ISLLC) Standards. These standards embody the leadership styles and skills principals and assistant principals need to be instructional and change leaders in their schools. Through problem based learning experiences and an intensive internship, candidates are given opportunities to develop and use the required skills for successful school leadership. There are 202 candidates in the MSA program at East Carolina University. Eighty-four of them were admitted during the 2008-2009 academic year and 94 MSA candidates graduated in 2008-2009.

Special Features of the Master's of School Administration Program

In response to the critical shortage of principals in North Carolina, the department has developed a principal add-on licensure program. Therefore, in addition to the 202 MSA candidates described above, 55 candidates have taken advantage of the add-on principal licensure program for a total of 257 candidates enrolled during the 2008-2009 academic year. The 55 students in the principal add-on license program represent the following counties: 21 students in the southeast region which includes Onslow, Carteret, and Craven Counties; 24 students in the south region which includes Lenoir, Duplin, Johnson, and Wayne Counties; and 14 students in the north central region which includes Nash, Franklin, Edgecombe, and Wake Counties. A special feature of the MSA program is the on-the-job learning that places teaching and learning at the core of the internship experience. Candidates begin the internship by analyzing their individual growth needs through an assessment process created by faculty in cooperation with the National Association of Secondary School Principals. This process allows them to identify strengths and possible derailers or areas of concern. Once individual needs are assessed, candidates are directed to identify relevant components of the school improvement plans at their internship sites and to align their development needs with the schools' priorities. The supervising principal, in collaboration with the university supervisor, helps ensure that the intern has the opportunities to address all the ISLLC standards. The MSA program is accredited by the program's learned society, the Educational Leadership Constituent Council.

Direct and Ongoing Involvement with and Service to 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
Bertie, Carteret, Craven, Currituck, Dare, Duplin, Edenton/Chowan, Gates, Hyde, Johnston, Jones, Lenoir, Martin, Onslow, Pamlico, Sampson,	Delivery of an off-campus MSA program to identified future school leaders	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of	A) Carteret and Onslow Counties: 24 members of the cohort completed 17 s.h. during SS II 08, Fall 08, and Spring 09. B) Beaufort, Bertie, Currituck, Dare, Edenton/Chowan, Gates, and

Tyrrell and Wayne Counties		assignments and field experiences to district priorities and needs.	Tyrrell Counties: 20 members of the cohort completed 13 s.h. during SS II 08, Fall 08, Spring 09. C) Johnston, Lenoir, and Wayne Counties: 30 members of the cohort completed 13 s.h. during SS II 08, Fall 08, Spring 09. D) Carteret, Craven, Jones, Pamlico Counties: 48 members of the cohort completed 15 s.h. during SS II 08, Fall 08, Spring 09, and SS I 09. E) Lenoir, Wayne, Duplin, Sampson Counties; 26 members of the cohort completed 17 s.h. during SSII 08, Fall 08, Spring 09, SSI 09.
Beaufort, Carteret, Duplin, Edgecombe, Franklin, Jones, Lenoir, Martin, Nash, Onslow, Pender, Sampson, and Wayne Counties	Delivery of a principal add-on licensure cohort	Planning, program development, and identification of cohort members with respective superintendents and/or leadership teams	A) Duplin, Jones, Lenoir, Sampson and Wayne Counties: 24 members of the cohort began the program of study SS I 08; they completed 2 s.h. with the remaining 22 s.h. to be completed SS II 08, Fall 08, and Spring 09 B) Carteret, Onslow and Pender Counties: 21 members of the cohort began the program of study SS I 08; they completed 2 s.h. with the remaining 22 s.h. to be completed SS II 08, Fall 08, and Spring 09 C) Edgecombe, Franklin, Nash and Wake Counties: 14 members of the cohort began the program of study SS I 08; they completed 2 s.h. with the remaining 22 s.h. to be completed SS II 08, Fall 08, and Spring 09
Beaufort, Bertie, Craven, Carteret, Edenton/Chowan, Gates, Hertford, Jones, Lenoir and Pamlico Counties	Delivery of an off-campus MSA program to identified future school leaders	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	A) Beaufort, Lenoir, Duplin 21 students began program SSI 09- they completed 2 s.h. B) Craven, Carteret, Pamlico, Jones 21 students began program SSI- they completed 2 s.h. C) Hertford, Edenton/Chowan, Bertie, Gates 18 students began program SSI 09- they completed 2 s.h.
Beaufort, Bertie, Craven, Carteret, Edenton/Chowan, Gates, Hertford, Jones, Lenoir and Pamlico Counties	Delivery of a principal add-on licensure cohort	Planning, program development, and identification of cohort members with respective	A) Beaufort, Lenoir, Duplin 15 students began program SSI 09- they completed 2 s.h. B) Craven, Carteret, Pamlico, Jones 16 students began program SSI- they

		superintendents and/or leadership teams.	completed 2 s.h. C) Hertford, Edenton/Chowan, Bertie, Gates 13 students began program SSI 09- they completed 2 s.h
Craven, Lenoir, Carteret, and Pamlico Counties	Support for new school leaders to address topics/issues identified by LEAs	Monthly seminars for 30 new school leaders that were nominated by their respective superintendent to participate in the sessions	MSA faculty conducted seminar sessions for the 30 new school leaders in the following topics: A) The new NC Teaching Standards (specifically Standard 1-Teachers as Leaders); B) the language of leadership; C) Improving student behavior; D) Stress and burnout (both administrators and teachers); E) The NC Standards for School Executives; F) The new Principal Evaluation Instrument.

Support for Beginning Administrators

LEED faculty partnered with local school districts to provide additional support and training for assistant principals and new principals. This program included monthly meetings and special activities that focused on the developmental needs of assistant principals and new principals. Reflection and discussion sessions, tied to the participants' individual development needs, were linked with their school's improvement plans.

Support for Career Administrators

LEED faculty (5) worked individually, without pay, with career school administrators providing support to districts regarding leadership development efforts for career administrators. • On line CEU modules - Teacher effectiveness • Northeastern North Carolina Administrator Professional Development: Teacher Evaluation Impacting Student Outcomes. Provide professional development (PD) to administrators in the Northeast region of North Carolina on the new North Carolina Teacher Evaluation Instrument. The outcomes of the work sessions are to equip administrators with the skills so they may assist teachers in providing them with feedback on how they may improve their instruction to students. The training will include 80 administrators from 17 school districts located in northeastern North Carolina • Northeastern North Carolina Professional Development: Building Leadership Capacity Utilizing Student and other Data Sources. Provide professional development (PD) to administrators in the Northeast region of North Carolina on data tools and other resources that may influence curriculum and instructional decisions in the classroom that increase student academic achievement. The outcomes of the work sessions are to equip administrators with the skills and resources so they may assist teachers in their PD on how they may improve their instruction to students. The training will include 40 administrators from 17 school districts located in northeastern North Carolina • Annual Northeast Regional Educational Service Alliance Superintendent Leadership Conference. This leadership initiative is to provide senior level administrators in eastern North Carolina an opportunity to continue developing their leadership skills. The leadership skill development focuses on facilitative leadership; embracing the need to engage all stakeholders in the vision of the school district. This initiative will involve 20 senior level school district administrators from eastern North Carolina • Northeastern North Carolina Professional Development: Building Leadership Capacity by Nurturing Professional Learning Communities. This initiative focuses on the development of leadership skills for administrators in northeastern North Carolina utilizing the framework of professional learning communities. Administrators from 17 school districts in northeastern North Carolina will engage in this initiative to gain an understanding on how to better focus their respective school district on the

vision and mission of increasing student academic achievement. This professional development will involve administrators from each of the 17 school districts in northeastern North Carolina.

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	8	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	33
	Other	1	Other	0
	Total	25	Total	50
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	2
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	23
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	92
	Other	3	Other	1
	Total	45	Total	119
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	37
	Other	0	Other	0
	Total	9	Total	45

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	16	68	0	31
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	16	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	10	4	51	1	2
G Licensure Only	0	26	3	1	1	0
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2007 - 2008 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	52	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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.
