

**IHE Master's of School Administration Performance Report
Elizabeth City State University
2008 - 2009**

Overview of Master's of School Administration Program

The MSA Program at ECSU is a 42 semester hour program that combines graduate classroom preparation with field-based practicum experiences to provide candidates with the knowledge, skills, and dispositions to help them become highly qualified building level administrators and school leaders who are informed, competent, effective decision-makers. The program provides the two options of full-time and extended study for candidates to complete the program. Through problem-based learning experiences and an intensive internship, candidates are given opportunities to develop and use the required standards-based skills for successful school leadership. Working collaboratively with school districts, the university, and candidates, faculty in the MSA program create and facilitate opportunities for candidate learning that respond to his/her strengths, challenges, and experiences in preparing to become a prospective school principal.

Special Features of the Master's of School Administration Program

The School of Education & Psychology has responded to the needs of the service area by developing a program to prepare school leaders. This new program is designed to meet the challenge of improving the preparation of school leaders. It has a focus of helping school leaders meet local, state, and national expectations by transforming the way in which students are educated for this global economy. A special feature of the MSA program is the on-the-job learning that puts teaching and learning at the core of the internship experience. Candidates begin the internship by engaging in a standards-based self-assessment that is used in the formulation of the internship development plan.

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
Edenton-Chowan, Elizabeth City-Pasquotank, Perquimans	School Leaders and Teachers Upgrading Science	School leaders engage in seminars, teleconferences, workshops, and face-to-face instruction in Hand-On Science and Math activities with their Elementary Teachers	School Leaders and Teachers received Graduate Course Credit
Elizabeth City-Pasquotank	Closing the Achievement Gap-raising academic performance for at-risk students – Focus of Assistant	MSA faculty work with APs in 21st Century Learning Community to design and implement tutorial services to raise achievement	Programming for level 1 and 2 students in school after regular school day

Elizabeth City-Pasquotank	Improving Instructional Strategies of Classroom Teachers	MSA Faculty and intern engaged a elementary school faculty in a school wide study of Marzano's Instructional Strategies that Work	Teachers meet in grade levels with MSA faculty monthly to discuss the book and also shared their personal strategies that related to each chapter.
Elizabeth City-Pasquotank	Supporting for Resilience in Alternative School	MSA faculty and intern provided ongoing strategies in communicating discipline and schoolwide practices.	The school leader expressed gratitude for the much needed support in this area in this challenging school.

Support for Beginning Administrators

SOEP faculty members collaborate with school and district administrators to identify specific needs and design and present workshops for school personnel. For example, school leaders expressed the need for more science and mathematics knowledge and skills for teachers and themselves. Some of the aspiring school administrators and some of the current ones enrolled in the hands-on science courses that were offered and coached at their school sites. This year the MSA faculty engaged a local elementary school faculty in the study of Marzano's Instructional Strategies that Work. During this year-long study faculty meet monthly to discuss the assigned readings and also shared best practices that related to the strategies. In an effort to build leadership capacity in northeast North Carolina aspiring administrators were invited to participate in a study of Maxwell's The 21 Irrefutable Laws of Leadership. In order to prepare program candidates for the school administrator licensure exam, a collaboration of current principals and university faculty offered a Praxis II workshop to candidates as a part of their ongoing professional development. MSA students are invited to professional development opportunities on campus, and participate occasionally in field-based research projects conducted by faculty. One MSA student serves on the university graduate council. MSA faculty members routinely visit internship sites, invite field mentors to serve as seminar guest speakers, solicit and share information with students about prospective positions available in the region, and write formal letters of recommendation on behalf of graduates. MSA faculty provided formal mentoring to: two newly appointed assistant principals, one elementary principal, and a newly appointed assistant superintendent of schools.

Support for Career Administrators

The coordinator and faculty members of the MSA program were involved with several schools and districts over the past year. Faculty members assisted students at both Northeast High School and Pasquotank County High School to complete requirements for local project and also provided critical coaching for students competing in regional academic scholarship competitions. The MSA coordinator worked with candidates to develop and deliver professional development experiences for: Aulander Elementary School in Bertie County; Sheep-Harney Elementary School in Elizabeth City Pasquotank Schools; P.W. Moore Elementary School in Elizabeth City Pasquotank Schools; and Mentor Teacher Group in Perquimans County. In an effort to ensure the success of the MSA candidates and other professionals seeking licensure, the MSA program provide two SLLA Exam prep sessions. In collaboration with the Chancellor's Office, the SOEP hosted a meeting of superintendents to collaborate on ways to address needs, including the shortage of school-based administrators in school districts. From this meeting a decision was made to develop a joint grant proposal that would support the training of aspiring school administrators and provide ongoing professional development for career administrators. The MSA program sponsored and facilitated a two day continuing education program for aspiring principals, career principals, and district administrators. This professional development focused on

empowering teacher leaders, homework and grading practices, and strategies for meeting the needs of a growing ESL population.

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	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	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	3	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	9	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	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	2	Total	7

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

Masters	
MEAN GPA	3.69
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	16	0	3
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	0	0	0	5
G Licensure Only	0	0	0	0	0	3
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	11	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.
