

IHE Master's of School Administration Performance Report
NC Central University
2008 - 2009

Overview of Master's of School Administration Program

The Master of School Administration (MSA) program was reestablished at North Carolina Central University in fall 2002. With our ongoing candidate and program assessments, and recent NCATE/SDPI reaccreditation visit, the MSA program is reflective of reform initiatives in North Carolina for school administrators. The program course of study for the MSA degree is designed to prepare visionary school leaders for the public schools of North Carolina and the nation. Three full-time faculty members and one part-time faculty, along with a couple of adjuncts, support the program. Thirty-three candidates are currently enrolled in the program. Twelve candidates graduated spring 2008 from the program. The 42 semester-hour MSA program involves 30 hours in the major (10 courses), an electronic portfolio, and 12 hours in a field-based, full-time/part-time internship and seminar supported with funding by the General Assembly and provided through the Department of Public Instruction. The MSA combines course work, field experiences, and an internship as the principal means of providing our candidates with the essential knowledge, skills, and dispositions needed for exemplary school leadership. Coursework emphasizes the core functions of high achieving schools: challenging curriculum, effective instruction, and student achievement. Courses are offered in the evenings in a face-to-face model and a web-enhanced hybrid model, using Blackboard as a technology tool for synchronous instructional delivery. The MSA program includes 5 gateways in which candidates are evaluated throughout the program. Gateway 1 is admission. Gateway 2 is program matriculation and the candidate is evaluated after 15 hours of course work. Gateway 3 is candidacy; the candidate is admitted to candidacy and completes the additional 15 hours of coursework. Gateway 4 is the internship and portfolio development. Gateway 5 is graduation. Effective principals are those possessing knowledge of effective curriculum development combined with the skills, values, and beliefs of successful leaders. The program exemplifies our conceptual framework in preparing school leaders for diverse cultural contexts and as advocates for social justice. The Guidelines and Competencies of the North Carolina State Department of Public Instruction (NCDPI), the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC,) and the National Council for the Accreditation of Teacher Education (NCATE) serve as the template for the design of the Master of School Administration Program.

Special Features of the Master's of School Administration Program

Spring 2007, the MSA program implemented an Add-on Licensure Program for a cohort of eleven participants with master degrees in an education related field and who serve in administrative roles. The two-year licensure-only program requires students to complete 12 hours of course work the first year, 12 hours of a full-time yearlong internship and seminar, and an electronic portfolio. All students must provide evidence of mastering the NCDPI Standards for Educational Leaders. The MSA program continues to promote the School Technology Leadership Initiative (STLI) administered through the University of Minnesota by promoting the active and conscious use of technology tools by administrators to make data driven decisions, evaluate programs, and become proficient in the Technology Standards for School Administrators (TSSA and NETS-A). Two MSA candidates were in the Principal Fellows Program. First year Principal Fellows are provided with 10 enrichment activities that include attending local, state and national conferences such as the national ASCD conference. MSA interns attended the African American Male Conference, Annual Conference for the Association for Supervision and Curriculum Development (ASCD), Raising Achievement and Closing Gap Conference and the North Carolina Association for School Administrators Conference. Five MSA interns presented, "Rich School, Poor Schools at North Carolina Central University Graduate Research Symposium Day. Candidates must collect and assess quantitative and qualitative data validating student achievement outcomes as a result of

the project. NCCU is the first public institution in the UNC system to become an iTunes University. iTunesU is a free 24-hour web-hosted service provided by Apple Computer to universities and colleges using educational podcasts in their programs and courses. MSA faculty members build their own podcasts incorporating video, audio, and digital photos intended for instructional materials in their classes. A member of the department took the lead on working with partners and the leadership team at Hillside to create a Professional Development School (PDS). There is a representative on the DPI MSA Re-visioning Committee and a member of the department served on a DPI Program Approval Team Visit. In addition, faculty members are productive in the area of presentations. Two faculty members traveled to London, Clichy Bous Sois, France, and Toronto and made presentations on a partnership model that connects partnerships with schools in Durham and Wake County with schools abroad. A faculty member presented, “Culturally Responsive Leadership and Social Capital: A Framework for Academic Success” at the Raising Achievement and Closing the Gap conference, and at the NC-Teacher Education Forum: “Developing a Global Partnership Model: Lessons Learned in Connecting Schools in Brixton, England with Schools in Durham, North Carolina.”

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
Cumberland, Craven, Person, Vance, Wake Counties, Durham Public, and Chapel Hill-Carrboro Schools	Quality teachers, administrators, and staff	Sixteen MSA candidates worked as administrative interns. They were active members of their school leadership teams and participated fully in the work of schools. MSA faculty visited schools on a monthly basis and worked closely with principals and their leadership teams to be responsive to the needs of their schools. Response to some of those needs included providing professional development for faculty in areas such as: effective classroom management, differentiation of instruction, student database systems, and critical thinking skills. Also, each intern had to conduct an action research project. Examples of topics are: effectiveness of teacher support groups/teacher retention using the NC Teacher’s Working Conditions Survey; benchmark testing in math- use of Study Island; teacher collaboration, and after school programs for students who are failing.	The university supervisor, the principal and his/her leadership team and teachers did formal evaluations of interns and all of their projects. Also, parents completed surveys on some projects. Principals reported the importance of having an intern on the leadership team and the invaluable services provided by them. The results of most action research projects showed an increase in student benchmark testing scores. Even when results were mixed, principals benefited from having gained a better understanding of the problem and possible solutions.

Durham-Healthy Start Charter School	Mentoring Project-objectives are to mentor students in grades 4-8 to help them develop life skills, improve academics, and provide support, guidance, and encouragement. Also, to reduce truancy, negative social behaviors, and disciplinary actions that impact school performance.	A faculty member is participating in the SMART Program-Student Mentoring, Achievement, and Reform Transition. Time is spent recruiting mentors and mentees, coordinating the after school mentoring program 3 hours per week. Emphasis is placed on life skills training and online academic program-Odysseyware, training mentors and working with parents and families of mentees.	This is a new initiative. Expected outcomes are increased academic performance, regular attendance, improved relationships with peers and faculty.
Durham-Riverside High School	Site-based Management Team-provide input on school's improvement plan	A faculty member attends monthly meetings, supports school initiatives, serves on Durham's calendar committee, and shares her professional expertise.	Ensures parent and community stakeholder involvement with the school's improvement plan.
Durham – Hillside High School	Student achievement, Quality teachers, administrators, and staff	Hillside High School, a low performing school, has been established as a School of Education Professional Development School (PDS). An assistant principal is one of our graduates and he is mentored by a faculty member. Some of our faculty, the administration, teachers and students are working together on a senior graduation project. The team has developed a technology toolkit of applications and resources that will enhance the projects those high school students are required to present for graduation. Students, teachers, and administrators are working diligently to learn the new technology skills and to integrate them for the final project.	Ongoing- Every one involved in this initiative is very excited and learning together. The final products are expected to be stellar, as a result of this initiative. This type of focused attention to the graduation project requirement was needed.
Durham Public Schools	In-Service	A MSA faculty member conducted an in-service for students, parents and teachers at Healthy Start Academy on "Effectively Utilizing the Copybook Method in Math Instruction."	To increased academic performance, regular attendance, improved relationships with peers and faculty.

Department of Juvenile Justice and Delinquency Prevention	At the beginning of each academic year, the Department of Juvenile Justice and Delinquency Prevention and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. The Department of Juvenile Justice and Delinquency Prevention identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth. 1. Recruiting teachers and administrators 2. Technical assistance to principal at C.A. Dillon Youth Detention Center	NCCU provided the following assistance, licensure programs, and professional development at the request of the district. Recruitment and Support • DJJDP Administrators participated in Mock Interviews both semesters for teacher candidates and principal interns • SOE personnel provided technical support and mentorship for new principal at CA Dillon Youth Detention Center	Administrators participated in exit interviews for teacher candidates and principal interns. There is a good possibility that the agency recruited at least one graduate to teach within the LEA. A faculty member from the MSA department mentored the new principal of CA Dillion. The two conversed via email, telephone, and face-to-face conference to help develop strategies for success.
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Support for Beginning Administrators

Beginning administrators are kept abreast of current and emerging leadership practices. MSA faculty and site supervisors provide feedback, guidance, and the advocacy necessary to ensure the integrity of the internship experience. Another source of support to beginning administrators is support for principal interns to attend the annual ASCD Conference. Praxis preparation workshops for the School Leadership Licensure Assessment are provided twice a year. All faculty members in the MSA program hold a North Carolina educational leadership license. The MSA has maintained a 100% pass rate on the School Leadership Licensure Assessment exam, since 2003.

Support for Career Administrators

Workshops and professional development activities are provided throughout the year to partnership districts. Many of the principals and their leadership team members are career administrators. During the partnership meetings, teacher survey needs and other needs of the district are discussed. Praxis I and II preparation workshops have been conducted by a MSA faculty member. Other initiatives that support career administrators include MSA faculty providing leadership and assistance with assessing school needs and matching those needs with expertise here at NCCU. Collaborative planning is underway to assist administrators on an ongoing basis in using best leadership practices in turnaround schools by MSA

faculty. A faculty member has provided ongoing support of career administrators in charter schools in Wake, Durham, Lee, and Guilford counties in the areas of instructional leadership, teacher and administrator licensure, scheduling, and program implementation.

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	2	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	2	Total	13
Licensure-Only	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	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	1	Total	5
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	12
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	5	Total	13
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	2	Total	3

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

Masters	
MEAN GPA	NA
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	11	22	5	6
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	2	4	2	7	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	1	0	1	0	1
G Licensure Only	0	0	0	0	0	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	13	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.
