

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

Overview of Master's of School Administration Program

The College of Education is committed to offering Master's of Advanced Competency degrees that provide program flexibility, a technology-enriched curriculum, and research-based study. The Master of Advanced Competencies implies that candidates have already gained competence at the undergraduate level. For those students who do not hold A level licenses, but who desire to pursue the master's degree, advisers develop A + M plans of work. Such candidates must demonstrate competence at the undergraduate level prior to continuing at the graduate level. Each program extends this flexibility with the exception of Reading, Instructional Technology, and Special Education since NC State does not have approved undergraduate programs in these areas and in the Elementary Education graduate program an A + M program has not been developed. Many of our program completers begin as lateral entry teachers, progress from their provisional licenses to clear A level licenses, and make seamless transitions into a master's program. In addition to the existing programs the College of Education has introduced a Master of Arts in Teaching degree beginning January 2009 in the areas of, Elementary Education, Middle Grades Education, Science, Math, Technology Education, English, and Social Studies. Such program flexibility allows NC State to encourage applicants and teachers to aspire to more rigorous programs of study. Program leadership acknowledges the need for flexible scheduling and for expanded course offerings. For increased accessibility, fifteen programs allow students to complete the program as part-time students, during the summers, and at off-campus sites (assuming adequate resources and enrollment for the two latter). One program offers a minimum of one course each evening, Monday through Thursday; often two courses are offered back-to-back to accommodate students who drive distances; distance learning is an option for select coursework. The Department of Curriculum and Instruction has added new courses to the three core areas common to all C & I programs: professional development and leadership, knowledge of learners and teaching, and methodological inquiry. The College of Education is committed to being a leader and innovator in research, application and dissemination of effective strategies for teaching and learning through technology-enabled learning environments with the ultimate aim of preparing educators who foster high achievement for all students. Products of Learning may include portfolios, publications, written or oral examinations, action research, web-based products, community service projects, or a combination of these possibilities. Many students conduct research either in their own classrooms or in the classrooms of other full-time teachers. An increasing number of students make presentations at local, state, national, and international conferences. Such participation encourages graduate students, many of whom are full-time teachers, to conduct action research and to disseminate their findings long after leaving the University community.

Special Features of the Master's of School Administration Program

The Master of School Administration program combines rigorous academic coursework, extensive practicum opportunities and focused enrichment and training opportunities. Students engage in extensive case-study situations and problem-based analysis of contemporary educational issues. The yearlong internship requires extensive on-site participation in administrative roles within K-12 schools with successful, credentialed school administrators. Interns also participate in seminars at the different internship locations for presentations such as application of technology, strategies of instructional performance appraisals, managing instructional technologies, continuous quality improvement, and data-based decision making. Further, students visit the University campus on a monthly basis to participate in collaborative seminars with practicing administrators and superintendents. While under normal circumstances students in the MSA program participate in 8 or 9 seminars, due to the economic downturn,

the governor restricted or froze the University budget and any and all expenditures not connected to teaching salaries; thus eliminating seminars in Spring 2009. However, prior to the budget freeze four seminars were provided to students. A workshop was provided entitled the State of the State of School Administration which focused on the macro-political realities of NCLB and other state and federal accountability requirements on school leaders. The School Executive Roundtable brought 50 school leaders together to discuss current issues and their implication on leading schools to excellence. The roundtable brings experienced school leaders to prospective principals to provide a better understanding of the components of leadership and apply and evaluate effective strategies in the school environment. A workshop on Data Based Decision Making and Community Relations was offered to students covering how best to collect and use data for improving student performance. As a result, students are better prepared to implement the process of data-based decision-making and how to use it to improve the level of student performance. In addition, students learned the importance of effective community relations and how aligned external support can diminish school conflict, improve school culture, improve teacher and principal satisfaction and retention, and improve student achievement. A workshop entitled School Leaders Preparation provided students with an understanding of various university, state, and national standards for school leaders. Activities allowed participants to apply the standards to real-life case studies so they could apply the knowledge to their future practice as school leaders. Several other events provided an enriched educational experience and are specified on the SEC table at the end of this report.

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
Wake Johnston Franklin Durham Person Granville Vance	Leadership training and developing leadership strategies	Principal and Superintendent Leadership Roundtable programs designed as professional learning opportunities on leadership issues for LEA personnel.	LEA personnel have a better understanding of the components of leadership and are able to apply and evaluate effective strategies in the school environment. Participants: Wake = 30 Johnston = 2 Franklin = 5 Durham = 3 Person = 1 Granville = 3 Vance = 6 Total - 50
Wake Johnston Franklin Durham Person Granville Vance	Professional learning programs for LEA personnel on macro-political issues influencing school administrators and school success	Offered the State of the State of School Administration workshop to participants on specific issues relating to macro-politics and the effects of external accountability demands on leading school success.	Workshops covered the essentials required in building strong, effective relations with parents and students. Participants: Wake = 33 Johnston = 2 Franklin = 5 Durham = 3 Person = 1 Granville = 6 Vance = 6 Total - 56

Wake County Johnston County Durham County	Assessment & Accountability	Dr. Eija Kimonen & Raimo Nevalainen from Finland, presented on leading school reform and assessing the impact of culture on school success.	The ability to identify school culture and engage in re-culturing is an important step in leading reform change in schools that result in student achievement gains. Participants: Wake – 20 Johnston – 5 Durham – 5 Total - 30
Wake Johnston Franklin Durham Person Granville Vance	Knowledge of the ISLLC and ELCC Standards as they apply to school administration.	A workshop was provided for students for the purpose of explaining and applying standards in the schools and developing programs.	Standards provide the foundation for successful academic programs. The participants understand the need for consistency and directions that are provided by utilization of the standards. Participants: Wake = 30 Johnston = 2 Vance = 6 Granville = 6 Franklin = 5 Durham = 3 Person = 1 Total - 53
Wake Johnston Franklin Durham Person Granville Vance	Better understanding of data-based decision-making and increasing student performance.	A workshop was offered to students covering how best to collect and use data for improving student performance.	Students are better prepared to implement the process of data-based decision-making after seeing the differences that quality data and knowing how to use it contribute to students improving their levels of performance. Participants: Wake = 28 Johnston = 2 Franklin = 5 Durham = 3 Person = 1 Granville = 4 Vance = 6 Total - 49
Franklin Granville Halifax Weldon City Wilson Nash- Rocky Mount Edgecombe Roanoke Rapids Northampton	Innovative leadership training and professional development	A two-day professional development session was provided for teachers, assistant principals, and principals for the purpose of engaging in collaborative, innovative team leadership training and professional development at The Friday Institute.	LEA personnel learned how to operate and function more effectively in leadership teams, including engaging in collaborative partnerships. Participants: Franklin - 15 Granville - 15 Halifax - 12 Weldon City - 8 Wilson - 6 Nash-Rocky Mount - 7 Edgecombe - 4 Roanoke Rapids - 11 Northampton - 6 Total - 84
Wake Johnston Durham Orange Cumberland	Understanding micro- and macro-political influence on school success.	Dolce Lecture- Frederick Hess of the American Education Institute Topic: The Effect of the Obama Administration on the Future of No Child Left Behind	School teachers, principals, superintendents, state leaders, DPI leaders learned of the potential changes to the reauthorization of NCLB and the likely effects on North Carolina. Participants: Wake - 80 Johnston -20 Durham- 10 Cumberland- 10 Total: 120

Support for Beginning Administrators

In addition to the internship visits, the MSA program faculty members are involved in efforts with schools to improve teaching and learning activities. Faculty has established strong relationships through personal visits with area superintendents and administrators, especially with respect to the establishment of the William and Ida Friday Institute for Educational Innovation on the Centennial Campus. One of the primary foci of the Friday Institute is the Leadership Collaboratory, which is designed to involve public schools in efforts to improve the academic achievement of all students. The Collaboratory on Leadership for Educational Effectiveness will investigate emerging, broad impact areas such as: the role of leaders in effecting organizational transformation; the use of information technologies for data-based decision-making; and new software and “groupware” to improve the performance of leaders and organizations. Researchers in the Collaboratory also intend to examine the ways exemplary, innovative organizations carry out their work and prepare their workforce to create powerful new solutions to educational problems. Further, research in this Collaboratory will examine the ways that emerging forms of information technology, such as ubiquitous computing systems, shape the teaching and learning environment and may accelerate change in educational organizations. Another major area of growth in our relationship with LEAs is the development of the Innovation Leaders Academy (ILA). The ILA represents a collaboration between ELPS and the Friday Institute. This past year, six school districts (Halifax, Weldon, Roanoke Rapids, Northampton, Franklin and Granville) participated in the ILA who received supplementary professional development in innovative approaches to school leadership, coaching for the implementation of innovation in their districts, and an assessment of their organizational effectiveness and capacity for innovation. The ILA program served district-wide teams consisting of approximately forty teachers, assistant principals, principals, central office leaders, and superintendents. Three such sessions were implemented this past year in the Fall, Spring, and Summer and are held annually up to a five-year period. This following year, an additional two districts, Vance and Warren may join the ILA. Also, the ILA has been included as a leadership training component in multiple math, science, and technology grants. The second program component is a research partnership with the LEAs, in which site-based studies of innovative leadership practices will be conducted by ELPS faculty and ILA participants. As an extension program, ILA has influenced six rural, high minority, high poverty, and high need school districts and influenced improvements for hundred of teachers and thousands of students in these districts.

Support for Career Administrators

Opportunities for career administrators to participate in forums and lectures on campus are a powerful technique not only to share information but also to include them in the program. Communication is maintained through periodic mailings and electronic connections. In 2008-09, nearly 30 administrators participated in a lecture on leading school-level reform by visiting scholars from the Finnish University of Jyväskylä, Eija Kimonen and Raimo Nevalainen. In addition, The Dolce Lecture was conducted through the ELPS department and featured Frederick Hess, Executive Director of the American Education Institute. The lecture topic was The Effect of the Obama Administration on the Future of No Child Left Behind and was attended by approximately 120 school teachers and administrators from across North Carolina. On an individual basis, visits by school administrators and faculty were made to over 60 schools throughout North Carolina on a recurring schedule. These visits are designed to provide support on a consistent basis for beginning administrators and recent graduates and to maintain strong connections with career administrators.

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	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	1	Total	3
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	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	36
	Hispanic	0	Hispanic	5
	White, Not Hispanic Origin	51	White, Not Hispanic Origin	86
	Other	0	Other	3
	Total	62	Total	131
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

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	30	44	0	0
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	43	0	0
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	58	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.
