

IHE Master's of School Administration Performance Report
UNC-Chapel Hill
2008 - 2009

Overview of Master's of School Administration Program

The MSA prepares individuals to lead schools and other educational organizations. It includes three dimensions: (1) awareness (acquiring concepts, information, definitions, and procedures); (2) understanding (interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context); and (3) capability (applying knowledge and skills to specific problems of practice). The focus of study is the school site. The program prepares administrators for elementary, middle and secondary school leadership positions with an emphasis on the principalship. The On-Campus MSA requires 42 credits hours of study that include 30 hours in the major (with a concentration in curriculum and instruction, curriculum alignment, and clinical supervision) and 12 hours in a field-based internship and internship seminar. Full-time students complete 15 hours of course work per semester and a minimum of 10 enhancement activities in the first academic year. In Year 2, students complete a comprehensive, structured internship and a yearlong seminar that integrates these internship experiences. The Off-Campus MSA Program accommodates practicing educators who cannot or do not want to stop working to pursue their professional goal of becoming school-site administrators. The Off-Campus MSA includes the same courses as its on-campus counterpart and is typically staffed by the same professors as the on-campus program. It is scheduled around students' regular work commitments to facilitate their attendance and engagement. It also utilizes face-to-face sessions at locations convenient to the students' regular work places and a variety of distance education activities that students access from their homes or from the schools in which they work. The cohort-based Off-Campus Program takes five semesters to complete. There are currently three operational off-campus cohorts: Lee County (Sanford); Orange County; and most recently, Durham County. The off-campus program is in the process of negotiating a formal agreement with the Franklin County Public Schools to begin a cohort there to begin in January 2010. There are approximately 75 educators in the MSA cohorts from Durham, Orange, Nash-Rocky Mount, Forsyth, Wake, Alamance-Burlington, Chapel Hill-Carrboro, Brunswick, Lee, Rowan, Charlotte-Mecklenburg, Catawba, and Guilford counties. The MSA and Educational Leadership faculties have undertaken what will be an approximately 8-month process to review intensively the new NC Principals' Standards that were adopted by the State Board in January 2007. We have begun the process of integrating these standards with the ISSLC and ELCC standards to determine areas upon which additional emphasis is advised. Already several courses have made adjustments to increase emphasis in such areas as professional learning communities, analysis and interpretation of datasets, teacher retention research and practices, teacher working condition surveys, and teacher empowerment strategies. UNC will continue to adhere to the underlying focus that has been inherent in its MSA program for several years now, a focus that is deeply rooted in the pursuit of social justice and equity.

Special Features of the Master's of School Administration Program

The MSA Program's commitment to diversity is demonstrated by its student enrollment: 30% of the students in the MSA programs are African-Americans; 66% are female. The full-time MSA faculty is 37% African-American and 50% female. The MSA emphasizes leadership for equity, social justice and academic excellence. The faculty believes that school leaders must be proficient in a wide variety of technical skills and tasks, but the priority is the construction of democratic learning communities that support social justice. A special feature of the on campus MSA Program is the full-time, 10-month internship which each student completes during the second year in a public educational setting. The internship is a comprehensive and well supervised experience through which MSA students integrate their knowledge and applied skills of educational administration in promoting positive educational practices. Generally, on campus MSA students are present at the internship site four days per week. On the fifth

day, interns participate in a yearlong reflective seminar that complements the field activity. Off-campus students with full-time internships have a similar schedule, while part-time interns meet on a regular basis for their internship seminar in the late afternoons and evenings. During the internship year, in both the on- and off-campus programs, each student is assigned a highly qualified professor who visits the intern and his/her site-based mentor a minimum of six times during the internship year. The requirement for the professor is that he or she have public school or district administrative experience and that he or she possesses a terminal degree from an accredited university. The MSA Program is cohort-based, with the students in each cohort completing the program together over the course of two years (or, in the off-campus program, two-and-a-half years). During the first year, in addition to the MSA coursework, students receive professional development. During the second year, the cohort of students attends class together one day per week at different schools. Since the MSA cohorts are small, students within the cohort and faculty get to know each other personally. Faculty become involved in the students' careers, helping them network, encouraging them, and supporting them. As a result, significant portions of the MSA students apply to enroll in the Ed.D. program. UNC-CH is an active participant in the statewide Principal Fellows' program. Each year, approximately one-third or more of its on-campus enrollments are made up of Principal Fellow Scholarship recipients. The most recently released graduate school rankings in Ed Admin name UNC-Chapel Hill's program as the 13th best program nationally from among the 565 public and private universities that offer these degrees. The UNC-CH program is the only ranked program in the state of North Carolina (public or private) and only one of two in the southern US. The national rankings also include a significant section on how school superintendents view the MSA programs within their states. Of the 565 Educational Leadership programs nationwide, public or private, UNC-CH was tied in being ranked first by school superintendents for the effectiveness of leadership demonstrated by program graduates.

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 |
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| MINORITY ACHIEVEMENT INITIATIVES: Caldwell County, Charlotte-Mecklenburg Schools, Clover (SC) City Schools, Cumberland County, Duplin County, Durham County, Franklin County, Gaston County, Hoke County, Kannapolis City, Lenoir County, Northampton County, Person County, Rockingham County, Rowan County, Sampson County, Stanly County, Wake County, Wayne County | (1) Minority achievement through focus group and feedback to learning communities | Faculty member provided extensive presentation at NC Closing the Gap Conference to focus groups off AVID students (5-10 students) in each group and interviewed AVID personnel. | 97% of participant (34 participants) feedback indicated return to school districts to consider further work on cultural leadership and its relationship to closing the achievement gap. These included teachers; principals and assistant principals; Closing the Gap commission member; learning/curriculum coaches; graduate school professors, dean of students; assistant superintendent; school board member. |
| REGIONAL TRIANGLE SCHOOLS PARTNERSHIP: Orange County Schools | (1) Governance by 21st century systems through consultation and revision assistance. | An MSA faculty member is on the steering committee of the RTSP. | RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP). Principals and assistant principals served on the |

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| | | | Coordinating Teams of the seven RTSP projects this year, participating in planning meetings and gaining ideas from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular and their schools more broadly. |
| PREPARATION OF 21ST CENTURY PROFESSIONALS Lee County, Durham County | (1) Preparation of 21st century professionals in regard to understanding of organizational change and leadership for new principals | The MSA program has formal written agreements with Lee and Durham counties to operate MSA programming in those school districts. The MSA program specifically discusses in advance with central office personnel and utilizes situations that mirror the reality of the specific school district issues and challenges. | New assistant principals/principals indicate that their instructional and organizational effectiveness and leadership development have been significantly shaped and have contributed to school-based instructional and managerial improvements, as well as the overall effectiveness of their schools. |
| ORGANIZATIONAL RELATIONSHIPS PROFESSIONAL DEVELOPMENT (ongoing): (County representation information unavailable as attendance was recorded by the NCTAA). | (1) Preparation of 21st century professionals in regard to understanding of organizational relationships for teaching assistants. (2) Innovation in public schools through increased understanding of classroom-based problem solving resulting in improvement of instructional effectiveness | Formal collaboration with the NC Teacher Assistants' Association resulted in two major presentations attended by 70 TAs on organizational/human relationships and problem-solving in classroom settings. The North Carolina Teacher Assistants Association, for the third consecutive year, continued its emphasis on classroom-based problem-solving for TAs. | The North Carolina Teacher Assistants Association feedback indicates that classroom problem-solving skills have increased as a result of MSA faculty involvement in the TA sessions provided. |
| SITE-BASED ORGANIZATIONAL PROFESSIONAL DEVELOPMENT SESSIONS: ALAMANCE-BURLINGTON; FORT BRAGG; FRANKLIN; GUILFORD; LEE; ORANGE; WAKE | (1) Preparation of 21st century professionals through review and revision of organizational norms and practices. | UNC MSA faculty provide formal training to all site-based internship mentors. Over the course of a year, development sessions are held a minimum of six times with the university professor, the administrative intern and the mentor to | Formal and informal feedback from mentors and students indicate the success of these site-based sessions. Growth is seen not only in the student but in the mentor and his/her administrative leadership style. Anecdotal feedback as well as focus group information obtained conducted accreditation |

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| | | discuss intern and organizational issues. | visits indicates positive results for schools and learning communities as a result. |
| TECHNOLOGY INITIATIVE (ongoing): Orange County | (1)Governance and support by 21st century systems through technology implementation as related to student achievement. | For the Five-Year Technology Plan, MSA faculty continue to provide input. One three-hour session relating to technology planning and the use of technology as a means of improving student achievement in Orange County schools (in conjunction with Orange County Director of Media & Technology and the “MSA Problems in Educational Administration II” class). | MSA faculty continue to collaborate with Orange County Schools in the area of technology and its uses for the improvement of instruction. Orange is highly regarded for its technology and its emphasis on the use of technology for this purpose. One faculty member actively contributed to the creation and implementation of three computer labs in Orange County After-School Community Program, now functioning in three different churches in Orange County and specifically dedicated to low SES students. |
| MSA INTERNSHIP SERVICE, CURRICULUM/INSTRUCTIONAL LEADERSHIP, and SOCIAL JUSTICE & EQUITY PROJECTS: ALAMANCE-BURLINGTON: Altamahaw Ossipee Elementary School, Highland Elementary School, Sylvan Elementary School BRUNSWICK: West Brunswick High School DURHAM: Chewning Middle School, Eastway Elementary, Forest View Elementary, Hillandale Elementary School, Rogers-Herr Middle School, Southern HS, WG Pearson Middle School FORT BRAGG: Irwin Intermediate School FRANKLIN: Youngsville Elementary School GUILFORD: Dudley High School, East Guilford High School, Lindley Elementary School LEE: BT Bullock Elementary School, Deep River Elementary, East Lee Middle School, Greenwood Elementary School, Lee Senior High School, Sanlee Middle School, Southern Lee High School, Tramway Elementary School, Warren Williams Child Development Center ORANGE: Central Elementary School, Pathways Elementary School | (1) Innovation in NC public schools through numerous research based initiatives identified by school sites (see outcomes column) targeted toward improved student performance and meeting needs of at-risk students within low-performing or under-performing schools | In the past year, there were 48 MSA and Add-On licensure interns who served in public schools, acting as assistant principals for the school year. As part of this experience, each internship site school identifies an area of need. The principal and the intern collaboratively create a plan specifying an activity or program that the intern will address during the year of service to better meet the school’s need. Under the supervision of MSA faculty, the interns completed service projects to meet the needs identified by their schools. Needs usually focused on issues of equity and social justice and often involved at-risk students. During 2008- | The internship listing is replete with school sites that have been identified as low-performing or under-performing. One mandate of the UNC MSA program is that each intern develop a portfolio goal that relates specifically to instructional leadership/improvement of instruction; almost always, this goal is specifically related to a second UNC MSA mandate that requires each intern to integrate a significant social justice/equity theme into the associated leadership goals. As a result of the MSA intern service projects, several sources of data analysis with respect to minority enrollments in advanced courses now exist, with many schools looking more deeply into the challenges and developing |

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| <p>WAKE: Apex Elementary School, Apex High School, Brier Creek Elementary School, Garner Magnet High School, Hunter G/T Magnet Elementary, Leesville Elementary School, Longville School, Morrisville Year-Round Elementary School, Underwood Elementary School, Vandora Springs Elementary School, Wakefield High School</p> | | <p>09 for example, principals at several schools identified the goal of improving the academic performance of low-performing students, and substantial numbers of interns assisted in the disaggregation of test data, analysis and interpretation of those data, and the development of targeted programming that would best address the identified needs. Likewise, MSA interns worked with teachers to develop appropriate instructional plans to meet individual student needs. NOTE THAT A HIGHLY SIGNIFICANT PERCENTAGE OF MSA INTERNSHIPS WERE SERVED AT TITLE I AND/OR LOW SES AND/OR LOW PERFORMING AND/OR SCHOOLS WITH SPECIALLY IDENTIFIED NEEDS AND/OR SCHOOLS THAT DID NOT MEET LARGE PERCENTAGES OF THEIR AYP GOALS.</p> | <p>action plans. New programs are now in place at schools to meet the needs of students and teachers. Among other more traditional activities, MSA interns have developed programs this year (2008-2009) in tutoring, after-school programs, professional learning communities, curriculum alignment, student safety, team planning adjustments, clinical supervision, and new teacher orientation and mentorship. In addition, there has been significant focus on integrating elements of the recently adopted NC Principals' Standards with respect to professional learning communities, teacher retention, and the use of data sets that incorporate the NC Teacher Working Conditions Survey for analysis and interpretation.</p> |
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Support for Beginning Administrators

The cohort-based structure of both the On-campus and Off-campus MSA Programs provides a NETWORK OF PROFESSIONAL SUPPORT that assists fledging administrators as they begin their administrative careers, extending the connection established during the two years of MSA study. MSA professors work with them closely as they seek their first administrative positions, providing initial guidance about what prospects look most appropriate and interview preparation experiences. The informal counseling often continues after the initial placement, as MSA professors informally serve as mentors during the early stages of the beginning administrator's career. The public school mentors, who worked with the MSA students when they were interns, also provide support as the graduates begin their administrative careers, both by providing advice and counsel and by building a network of support and opportunity for them. The MSA Program provides further support to beginning administrators by requiring them to work in community agencies during their MSA study, such as agencies and organizations serving homeless/transient persons, the ESL population, children with special needs, Native Americans, Hispanics/Latinos, African American administrators and housing programs such as Habitat

for Humanity. After these students have graduated and are beginning administrators in schools, they are familiar with these community agencies and can call on them to assist students and families in their schools. Approximately 67% of the MSA students take as their elective a “Spanish for Educators” class that assists them in developing educational-related dialogues in Spanish. An additional 10-15% takes as their elective a course in Latino culture and schooling. The School of Education also continues to distribute two resources that were produced in 2006-2007—an educators’ handbook on CD and a parent guide to North Carolina’s public school procedures and requirements in Spanish – that beginning administrators refer to widely and distribute appropriately in their schools. The MSA Program also maintains LISTSERVS for all its graduates, providing them with an opportunity to remain connected to the program faculty and to one another. Assistance to beginning school administrators was provided this year when one of our MSA faculty provided TECHNICAL ASSISTANCE to the Wake Leadership Academy of Wake County Schools. Other forms of support for beginning administrators are provided through our RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP). Principals and assistant principals served on the Coordinating Teams of the seven RTSP projects this year, participating in planning meetings and gaining ideas from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular and their schools more broadly.

Support for Career Administrators

The Ed.D. faculty support career administrators by arranging the ED.D. PROGRAM with many evening classes so that career administrators who wish to do so can pursue doctoral study on a part-time basis while continuing their careers. The MSA faculty members work closely with experienced administrators as they PLACE MSA STUDENTS in their internships. This interaction prompts many career administrators to reflect on their own careers and consider pursuing further study. Others grow professionally by continuing to serve as mentors to aspiring interns through the years. As part of the mentor role, career administrators receive training at an orientation session each year. This year, 150 people attended the formal MSA orientation, including career administrators as well as mentors, beginning interns, graduating interns, faculty members and other colleagues. Another form of support for career school administrators occurs as the MSA Program hires practitioners to serve as ADJUNCT FACULTY and teach courses in the MSA Program. This year, practitioners from Duke University, Chatham County, Durham Public, NC Department of Public Instruction, and Wake County Schools taught courses or supervised interns in the MSA Program. This not only provides a balanced perspective for students but it also aids these career administrators in their own development as well as building a network of support for the students when they subsequently become administrators throughout the districts. The MSA faculty also provides in-service PROFESSIONAL DEVELOPMENT to career administrators in a variety of settings, including presentations at State Principals’ Executive Program, the State ASSET Project of the Center for School Leadership Development and the Principal Fellows Program. LEARN NC, our Internet-based network of resources for NC educators, further supports career administrators by presenting workshops in conjunction with the Principals Executive Program at the Center for School Leadership as well as other conferences in which career school administrators participate. Our School also supports career administrators through several LECTURE SERIES.

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 | 9 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 5 | White, Not Hispanic Origin | 8 |
| | Other | 0 | Other | 0 |
| | Total | 5 | Total | 17 |
| 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 | 1 |
| | Asian/Pacific Islander | 2 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 12 | Black, Not Hispanic Origin | 13 |
| | Hispanic | 1 | Hispanic | 2 |
| | White, Not Hispanic Origin | 17 | White, Not Hispanic Origin | 17 |
| | Other | 1 | Other | 0 |
| | Total | 33 | Total | 33 |
| 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 | 5 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 2 | White, Not Hispanic Origin | 14 |
| | Other | 0 | Other | 1 |
| | Total | 2 | Total | 20 |

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

| Masters | |
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| MEAN GPA | 3.07 |
| 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 | PC | LC | PC | LC |
| LC Completed program and applied for license | | | | |
| School Administration | 10 | 25 | 0 | 7 |
| 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 | 13 | 1 | 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 | 23 | 0 | 0 | 0 |
| G Licensure Only | 2 | 6 | 1 | 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 | 37 | 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.
