

# IHE Master's of School Administration Performance Report

## UNC-Charlotte

### 2008 - 2009

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#### **Overview of Master's of School Administration Program**

The MSA Program seeks educators who want to take the lead in transforming schools into exciting and challenging environments that provide success for every student every day. The revised 39-semester hour program was implemented in the fall of 2008. Throughout the program, candidates are engaged in a standards-based (North Carolina Standards for School Administration and the Interstate School Leaders Licensure Consortium standards) curriculum. Course content is crafted to insure that knowledge and theory are clearly connected to the realities of practice. The program emphasizes: (1) acquisition of knowledge, understanding, skills, and dispositions necessary for visionary principals and assistant principals; (2) advancement of personal and educational platforms that embody an ethical and moral commitment to diversity and equity; (3) attainment of organizational process skills that support transforming educational structures and programs that will promote universal student proficiency; and (4) productive application of content knowledge and theory to the problems of practice through an intensive ten-month clinical internship. Sixty-eight students are currently enrolled. Six are Principal Fellows. Of the 68 students enrolled in the MSA program during 2008-2009, eleven served as Assistant Principals, two served as Principals and eight served in central office roles while completing the degree requirements.

#### **Special Features of the Master's of School Administration Program**

Instructional leadership, especially in the current accountability environment, is one of the core content strands of the MSA program. As a result, graduates are eligible to obtain licensure in two areas – School Administrator (Level I) and Supervisor. The program continues to create on-line courses to better serve busy professional educators. Currently, 4 of the 13 courses in the program are either fully or partially on-line. In addition, there are two distance education cohorts taught face-to-face. First-year Principal Fellows participate in two seminars monthly intended to expand and enrich course content, provide sharing and networking opportunities, and offer opportunities for leadership, promote reflection and personal/professional growth from feedback obtained through an array of self-assessments. Seminar presenters are practicing school site and central office administrators who bring expertise in such topics as Dealing with Difficult People, Human Resource Personnel and the Building Level Principal, Managing School Resources, Using Data to Drive Instruction, Differentiated Instruction in the Classroom, and The School Improvement Process, Writing the School Improvement Plan, and Coaching Teachers to Expand Components of Effective Lesson Design. All principal interns meet monthly with their supervisors to discuss issues, concerns, and high points of the internship as well as a focus topic collaboratively agreed upon based on the needs of the group. There were 39 interns during 2008-09. They were placed in all but one of the school systems of our service region (the Southwest Education Alliance). In response to recent North Carolina legislative action (HB11), the Department of Educational Leadership designed and implemented an add-on licensure program for school professionals already holding the master's degree and an advanced license. We graduated the first group of add-on licensure students (n=34) in May 2008. In an effort to recruit and retain a wide variety of students who demonstrate exceptional leadership skills and interest in school administration, the program coordinator began work with the Graduate School to identify recruitment strategies and locales for recruiting minorities and males into the MSA program. In an effort to strengthen collaboration with public school partners, LEA personnel and the program coordinator worked as a team to determine the most appropriate internship placements. The team matched intern needs, strengths and interests with mentor strengths and individual school needs to insure reciprocity in the internship experience.

## Direct and Ongoing Involvement with and Service to Public Schools

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>Dr. Allen Queen with Lincoln County Schools, NC</p>	<p>IMPACT Childhood Obesity project with Donald Schumacher, M.D. (Dr. Schumacher is an adjunct Graduate Faculty member in the Dept. of Educational Leadership.) This study was funded by Blue Cross and Blue Shield Foundation of North Carolina directly to the district.</p>	<p>Completion of the final stages of collecting and analyzing data for the district to check post gain results to pre-assessments. Much of the summer of 2008 was spent completing the final analysis of these data for the report. Estimated time of working with trainers and principals of the four schools, then conducting the analysis exceeded 75 hours after April 15, 2008.</p>	<p>Statistical analyses found that significant correlations exist among student achievement, BMI levels, student attitudes and student absenteeism.</p>
<p>Dr. Allen Queen with Rockingham County Schools, NC</p>	<p>Implementation of the first year of a five year program in the prevention and treatment of childhood obesity: IMPACT Childhood Obesity with Donald Schumacher, M.D. Funding by the North Carolina State School Board to the School System.</p>	<p>Train the Trainers with the School Principals for 25 K-12 Schools in Childhood Obesity from March 2008 to April 2009 with a focus of building content and methods for improving instruction and preventing and decreasing the BMI levels of teachers and students. Six additional training sessions and observations with trainers, principals, and central office staff. Time involved in planning, training, evaluating program and preparing for Phase II in the second year has exceeded 125 hours this year.</p>	<p>A major study is in process that is funded by the state. Thus far, principals have reported that (1) students have shown a great sense of responsibility in making food choices, (2) attendance rates are up, and (3) drop out rates are down. The major outcome is that the principals and central office staff have worked with the teachers in setting up an experimental model for the second year of the study to establish formal transition programs from middle school to high school and to establish a Freshman Academy (phase one) that focuses on acceleration. Plans have been made for year three to establish a Health and Wellness major, the first in NC.</p>

<p>Dr. Bob Algozzine with Charlotte Mecklenburg Schools</p>	<p>Early Childhood Educator Professional Development Project (This collaboration helps principals in their role as instructional leaders.)</p>	<p>Ongoing technical assistance and evaluation support for federally- funded early childhood program in 49 preschool centers and classrooms: April 16, 2008 – April 15, 2009</p>	<ul style="list-style-type: none"> <li>▪ Almost all (90%) administrators participated in professional development addressing effective early literacy instruction.</li> <li>▪ Almost all (96%) teachers participated in professional development addressing effective early literacy instruction.</li> <li>▪ Almost all (94%) teacher assistants participated in professional development addressing effective early literacy instruction.</li> <li>▪ The percent of preschool-aged children participating in the project who achieved significant learning gains (defined as a standard score increase of 4 or more points between pre- and post-test on the PPVT-III) improved from 33 to 45%.</li> <li>▪ The percent of preschool-aged children participating in ECEPD projects who demonstrated age-appropriate oral language skills (defined as a standard score of 85 or higher, as measured by the PPVT-III) improved from 48 to 68%.</li> <li>▪ The number of letters ECEPD children could identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask was consistently above criterion.</li> </ul>
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<p>Dr. Kelly Anderson with Stanly County Schools</p>	<p>Increase the knowledge and awareness of principals with regard to inclusion and collaborative co-teaching. Train all co-teaching teams in best co-teaching practices and research, as well as differentiated instruction. (This collaboration helps principals in their role as instructional leaders.)</p>	<p>Provided inservice training to principals and Central Office administration. Conducted training on collaborative co-teaching practices with all co-teaching pairs and administrators. Conducted training on looking at co-teaching data gathered from year 1 schools with all co-teaching pairs and administrators.</p>	<p>Principals &amp; central office administrators have become supportive of implementing co-teaching within schools. After the training sessions, North Stanly High School moved forward with 12 co-teaching teams.</p>
<p>Dr. Bob Audette with Cabarrus County Schools Central Office and Pitts School Rd., R.Brown McAllister, Furr, and A.T. Allen Elementary Schools</p>	<p>Sustain and expand implementation of RTI at Pitts School Rd. and provide support for three schools adding RTI. Develop a district response to the significant unmet needs of students in the Logan Community. The shift to RTI is being led by the Assistant Superintendent for Curriculum and Instruction and the principals of the individual schools. Leadership teams at the schools are each led by the principals, therefore this service contributes to principals' roles as instructional leaders.</p>	<p>Pitts School Rd.: Consultation, training, and support in expansion to include math across all grade levels for 2008-2009 academic year. R. Brown McAllister, Furr, and A.T. Allen Schools: Consultation, training, and support in initial implementation of RTI in reading across all grade levels for 2008-2009 academic year. Cabarrus Schools/Logan Community: Initiative consultation, planning, and support in developing a strategy and writing grants to implement the initiative.</p>	<p>Pitts School Rd. is now fully implementing RTI reading and math in all classrooms. Pitts School reading scores in quarterly benchmark testing have risen by more than 15% from the pilot year (2007-2008). Pitts School referrals to special education are down by 31%. R. Brown McAllister, Furr, and A.T. Allen are fully implementing RTI in reading at all grade levels. A draft of the Cabarrus Logan Initiative planning document will be submitted to the School Board in September 2009.</p>
<p>Dr. Lee and Dr. Lim with 14 female secondary principals in Cabarrus County, Union County and Charlotte-Mecklenburg Schools</p>	<p>(1) Initial priority: to gather data that would enable principals to guide teachers to use strategies that encourage female students toward greater participation in math courses. (2) Emergent priority: to support principals in reflecting upon their own experiences in math courses and what they'd do differently as the instructional leader.</p>	<p>Individual interviews, followed by reflective conversations. (Part II continued with additional participants in Union county in Spring 2009)</p>	<p>(1) Analysis of interview data is in process this summer. (2) Follow-up reflective conversations yielded two preliminary outcomes: Principals' expressions of intent (a) to look more closely at how girls are being placed in math classes to make sure there is gender support present and no gender bias, and (b) to begin interviewing prospective math teachers about their philosophy and perceptions regarding girls in math courses.</p>

<p>Dr. J. E. Lyons - Cabarrus County Schools</p>	<p>To develop a strategic planning process to establish goals, objectives, and action steps for the school district for the next three years.</p>	<p>Five teams consisting of school staff members, community representatives, parents, and higher education representatives were established to determine goals, objectives, and action steps in five focal areas. Dr. Lyons was asked to work with Team II, which addressed 21st Century Professionals, specifically the recruitment, development, appraisal, and retention of teachers and other staff.</p>	<p>Team II developed four major goals and eight specific, measurable objectives to staff the schools with 21st Century Professionals during the next three years. The overall strategic plan was approved by the Cabarrus County Board of Education in the Fall of 2008.</p>
<p>Dr. J. E. Lyons – Kannapolis City Schools</p>	<p>To assist all district level school leaders, principals, and assistant principals to more effectively lead 21st Century School professionals and other staff. (This is one of the N.C. State Board of Education’s priorities).</p>	<p>Dr. Lyons was invited to provide the keynote address for all of the central office leadership personnel, principals, and assistant principals at the district’s summer administrative retreat on July 16, 2008. District level officials, principals and assistant principals were provided an overview of the research, principles, and practices related to making schools professional learning communities. He has subsequently provided on-going assistance to two principals during the 2008-2009 school year who had begun some efforts at creating professional learning communities. The assistance focused on giving feedback, additional information and making suggestions for moving the process further along.</p>	<p>The two principals indeed created PLC’s and were working in concert with their staff to institutionalize it in their schools. The outcome was that they were more systematically involving their faculties in meaningful decision-making, collaboration, and shared governance in their schools.</p>
<p>Dr. J.E. Lyons-Charlotte-Mecklenburg Schools</p>	<p>One of the area superintendents requested assistance and feedback regarding the plan that he developed to provide</p>	<p>Three meetings were held during the year to examine, assess, and slightly modify some of the procedures and</p>	<p>While it is too soon to assess the overall effectiveness/outcome of this effort, the modified procedures and practices are deemed by this</p>

	support and assistance to principals he supervises.	practices used to lead, supervise, and monitor school operations and student achievement in the schools in this area.	area superintendent to be working well and to have been well-received by building principals.
Dr. Drew Polly with University Meadows Elementary School, Charlotte-Mecklenburg Schools (PDS Site)	Support mathematics instruction. Assist principals in becoming stronger instructional leaders in mathematics.	All activities are on-going. 2007-2009: Individual support of selected teachers through co-planning, co-teaching, observing lessons and providing feedback 2008-2009: Facilitate grade level discussions about mathematics instruction 2008-2009: Support initiatives around assessments through on-going consultations with the Principal and mathematics facilitator	1) Teachers that are individually mentored are progressing towards more standards-based approaches to teaching mathematics, especially in regards to the types of mathematical tasks that they pose and asking higher-level questions. 2) Grade level discussions have resulted in lessons that involve more exploration of mathematical concepts and increased student engagement 3) Assessments, when collaboration takes place, include more higher-level questions and items that result in more rich data for analysis of student learning. 4) Teachers that are individually mentored are becoming more independent at designing standards-based mathematics lessons. 5) Preliminary analyses indicate those teachers enacting lessons that were co-planned have larger increases in scores than those who did not enact those lessons.

<p>Dr. Jim Watson with Charlotte-Mecklenburg Schools - Spaugh Middle School</p>	<p>School Improvement and Planning</p>	<p>I have met on a monthly basis with principal, leadership team and school improvement team to assist in school planning and improvement. My contributions focused on establishing more external partnerships, on using more data for decision-making, and on teacher support and retention. We used data to monitor teacher attendance and develop processes for improvement.</p>	<p>One tangible outcome was the creation of linkages with more external agencies. For example, we created a partnership with the Stratford-Richardson YMCA in order to provide more supervised after-school activities, including computer access. Through an incentive program for rewarding good attendance, teacher attendance did improve. Quarterly testing trends have shown improvement; EOG scores will be available in June.</p>
<p>MSA faculty with Union County Public Schools</p>	<p>At the request of the Union County Public School system, we began to offer a distance education MSA program through face-to-face instruction to help the school system “grow its own” new principals.</p>	<p>The three year (39-credit hours) program began in summer of 2008, and has proceeded with fewer courses at a time, based on strong feedback from previous two-year cohorts who said the pace was inappropriately intense.</p>	<p>There are 14 students in this cohort who have now completed one year of the three-year program with 100% retention.</p>
<p>MSA faculty with Gaston County Schools</p>	<p>At the request of Gaston County Schools, we have been offering a distance education MSA program through face-to-face instruction in order to help Gaston County “grow its own” new principals from the population of teachers, guidance counselors, and directors that they’ve identified as potential leaders.</p>	<p>The three year (39-credit hours) program began in summer of 2007, and has proceeded with fewer courses at a time, based on strong feedback from previous two-year cohorts who said the pace was inappropriately intense.</p>	<p>Eleven students are enrolled in this cohort with 100% retention through year two.</p>
<p>Multiple faculty with Charlotte-Mecklenburg Schools</p>	<p>Program evaluation project: 39 elementary schools in CMS contracted with the nonprofit organization, ArtsTeach, to participate in the ArtStart project -- a project developed in response to CMS’s desire for arts integration into the 3rd /4th grade</p>	<p>Evaluators and principals surveyed teachers and teaching artists, reviewed student work, reviewed instructional methods, and interviewed selected teachers, teaching artists, and students.</p>	<p>Evaluation completed. The external evaluators and principals agreed that the goals were accomplished.</p>

	<p>curriculum. External evaluators from UNC Charlotte worked with the school principals to evaluate the extent to which the ArtStart goals were accomplished. Goal 1 - Support increased academic achievement for all students, especially in 3rd /4th grade writing; Goal 2 - Help teachers and teaching artists grow in their use of high quality, arts-integrated instruction; and Goal 3 - Foster strong, collaborative relationships between teaching artists, classroom teachers, and arts teachers.</p>		
<p>Dr. Allen Queen in collaboration with the NC Juvenile Justice Board and State Superintendent of Juvenile Schools and the North Carolina State Board of Education, in addition to principal and teacher representatives.</p>	<p>Focus on moving all schools to the block scheduling model.</p>	<p>Conducted a complete conversion of the 14 schools from traditional scheduling and direct instruction to block scheduling with student centered instruction. Five training sessions were held with principals (14) and all teachers in the state district (120) and State Superintendent and three Associate Superintendents. Focus was placed on three major areas: (1) curriculum alignment, (2) instructional pacing, and (3) instructional strategies with appropriately related authentic assessments, always using the North Carolina Standard Course of Study. After each 7-hour session, teachers had to submit directly to me various plans of implementation that had been viewed by the principals.</p>	<p>With these educators facing tremendous odds of success with their student populations, I found the groups positive and excited about any new idea. I found some of the teaching plans and analysis of teaching surpassed and exceeded a large percentage of educators I have worked with over the years. Perhaps, it would be good for educators thinking they have tough situations to go visit one of these schools. By the end of the training that ended the first week of April this year after beginning in August of 2008, the students had become more involved in the instructional and learning process. Hopefully, this will not only help these students academically, it might, in some small way, shorten their incarceration and reduce recidivism.</p>

## **Support for Beginning Administrators**

Faculty served as mentors to beginning principals who were identified by their district as most in need of additional development and ongoing mentoring. Faculty serving as university internship supervisors provided mentoring and individual professional growth to interns in Gaston County, Cabarrus County, Stanly County, Anson County, Rowan County, Kannapolis City Schools, Union County and Cleveland County who received assistant principalships while completing their degree requirements. In addition, we provided support to a first year assistant principals at Kennedy Charter School and to a first year principal at Community Charter School. Faculty continued responding to requests of newly-appointed administrators for strategies to address areas such as external partnerships, new teaching standards, effective use of the Teacher Working Condition Survey results, prevention and treatment of childhood obesity, using data for decision-making, strategies for teacher support and retention, school improvement teams, and student performance.

## **Support for Career Administrators**

When making on-site visits, faculty supervisors of interns often meet with school principals at the request of those principals. These supervisor-principal meetings become professional development opportunities for the principal and coaching sessions for the supervisor. Faculty provided specific professional development activities to principals that will enhance their knowledge of teacher empowerment, teacher recruitment, and teacher retention, survey data analysis, and school improvement team processes. One faculty member served as keynote speaker at a school district's summer administrative retreat for all central office personnel, principals, and assistant principals. The same faculty member worked with two principals to create Professional Learning Communities in their schools which principals report led to a more systematic process for involving their faculties in meaningful decision-making, collaborative, and shared governance in their schools. To provide service on a broader scale, one faculty member worked closely with the North Carolina Association of School Administrators and the North Carolina School Superintendents' Association to provide guidance in legal matters relative to reviews of superintendent contracts, drafting memos on current issues such as school calendar law, assisting superintendents in addressing state-level issues such as Department of Public Instruction investigations into testing violations; and workshops on dropout prevention. Another faculty member met on a monthly basis with a principal, leadership team and school improvement team to assist in school planning and improvement. These meetings focused on establishing more external partnerships, on using more data for decision-making, and teacher support and retention. One tangible outcome was the creation of linkages with more external agencies. Faculty have conducted workshops and professional development for principals on topics such as 21st Century professionals, combating childhood obesity, early literacy instruction, using the PKK-TPAI instrument, and organizing a school for success around research and best practices.

## 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	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	8
	Other	0	Other	0
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>13</b>
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	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</b>
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	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	24
	Other	0	Other	0
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>30</b>
Licensure-Only	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	11
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	16
	Other	0	Other	0
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>27</b>

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

<b>Masters</b>	
MEAN GPA	3.08
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
<b>LC</b> Completed program and applied for license				
School Administration	4	14	10	7
Comment or Explanation				

**D. Time from admission into School Administration program until program completion.**

<b>Full Time</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	11	0	2	0	1
G Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	1	0	2	1	0
G Licensure Only	.	13	2	1	0	0
Comment or Explanation						

**E. Scores of school administrators on the SLLA.**

	<b>2007 - 2008 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	28	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.

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