

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

Overview of Master's of School Administration Program

The Master's of School Administration Program at UNCG is a 42 semester hour program that merges graduate classroom preparation and field-based practicum experiences to provide students with the knowledge, skills, and dispositions that will help them be competent and effective building level administrators and school leaders who work toward school improvement and social transformation. The objectives of the MSA program are to offer a coherent preparation program to students who demonstrate the likelihood of being successful P-12 school administrators; initiate and test innovative program elements and build on successful program ideas; incorporate adult learning delivery strategies, such as problem-based learning, educational platforms and reflection, and case study methods; and incorporate ongoing clinical experiences, including the equivalent of a full year internship. Working collaboratively, faculty in the MSA program create opportunities for student learning that respond to the strengths, challenges, and experiences each student brings to his/her preparation as a prospective school principal. As they teach, supervise, and counsel students, MSA faculty provide a model of collaborative reflective practice, which students learn to understand and use in their classrooms and field-based experiences in the program. Students who complete the MSA meet licensure requirements for the "P" Certificate in School Administration. The program provides two options for students to complete the program (full-time and extended); the full-time option meets the unique requirements of the Principal Fellows Program. In 2008-09, department faculty supervised administrative interns in Guilford, Chatham, Alamance-Burlington, Randolph, Davidson, Winston-Salem/Forsyth, Scotland, Cleveland, and Rockingham school districts.

Special Features of the Master's of School Administration Program

A central feature of the MSA program is the integration of intellectual, social, and reflective inquiry to prepare school leaders who work toward a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation. Hallmark projects in the program that help achieve this macro objective are the School Culture Analysis (completed in ELC 660, The Principalship); the Organizational Analysis (completed in ELC 691, School Organization and Leadership, with follow-up activities in ELC 675, Schools as Centers of Inquiry, and other courses); the Field-Based Research Project (completed in ELC 675, Schools as Centers of Inquiry); the Personal Leadership Platform (draft completed in ELC 660, The Principalship); the School Covenant (completed in ELC 670, Leadership for Teaching and Learning); the Professional Development Plan (completed in ELC 684, Teacher Rights, Recruitment, Retention, and Evaluation); the Advocacy Initiative Plan and Assessment (completed in ELC 690, Practicum); and the Ethical Statement (completed in ELC 687, Legal and Ethical Dimensions of Leadership). In 2008-09, the Department of Educational Leadership and Cultural Foundations (ELC) continued to develop new online/distance education components for a number of courses to add to the department's menu of online options. The department continued to refine the capstone experience in which graduating students prepare and defend a portfolio of their work, including a reflective essay on their learning and experience in the MSA program. Requirements for the MSA program, including internships, are aligned with the standards of the Educational Leadership Constituent Council (ELCC), Interstate School Leaders Licensure Consortium (ISLLC) and North Carolina Department of Public Instruction. In order to facilitate candidates' participation in MSA programs, ELC offered off-campus MSA and Ed.D. programs for Guilford County Schools (GCS), as well as an Ed.S/Ed.D program with the Alamance-Burlington School System (ABSS). An MSA cohort program began with the Alamance-Burlington Schools in Fall 2008. These cohorts were initiated in response to districts' requests. Working with districts in the eastern part of our catchment area, ELC developed the UNCG East site in Burlington at which courses toward the Ed.S./Ed.D. will be offered beginning in fall 2009.

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
<p>UNCG/Guilford County School Partnership: The School of Education and Cultural Foundations with Guilford County Schools</p>	<ul style="list-style-type: none"> • NC public schools will produce globally competitive students. • NC public schools will be led by 21st century professionals. • NC public school students will be healthy & responsible. • Leadership will guide innovation in North Carolina public schools. 	<p>The GCS-UNCG Partnership is designed to bring the expertise and resources of the school district and university together in a collaborative effort to improve the education of all students and the preparation of 21st century educational leaders, including teachers, administrators, and support personnel. The Partnership works toward simultaneous renewal and program improvement in the following areas: 1. Teacher education preparation 2. PK-12 student achievement 3. Research/knowledge development 4. Professional development for both the university and school district 5. Recruitment and retention of teachers and administrators Among the partnership projects is the development and implementation of the first GCS high school professional development school. Collaborative participation at Northern High School, the first GCS professional development school, continued in 2008-09. Approximately 30 Northern Guilford High School teachers and administrators, as well as 15 UNCG faculty members from the Departments of Curriculum and Instruction, Educational Leadership and Cultural Foundations,</p>	<p>At monthly meetings, the Dean and Associate Dean of the School of Education, the Superintendent of Guilford County Schools, faculty and other administrators discuss issues of mutual concern and growth, including support of school leadership. The partnership has resulted in the development of MSA and Ed.S./Ed.D. cohorts and work with the new high school Professional Development School. The PDS opened in January 2008; school and university faculty continued to collaborate about professional development and candidate placements. For additional information about this partnership, please see the Undergraduate/Masters SEC table.</p>

		Physical Education, and School Social Work, participated in planning of the school, holding professional development sessions, developing mission and belief statements and program plans; and meeting with community leaders and parents. After the school opening in January 2008, the partnership continued, with attention to continued professional development as well as candidate internship placements.	
Off-Campus Administrator MSA, Ed.S. And Ed.D. Programs: The Department of Educational Leadership and Cultural Foundations with Alamance-Burlington School System (ABSS) Partnership and The School of Education with Guilford County Schools (GCS) Partnership	• NC public schools will be lead by 21st Century professionals.	The department offers off-campus /specialist/doctoral cohort in educational leadership and a master’s level principals’ cohort in Guilford County. The programs are preparing educators for administrative positions in high poverty schools. A second master’s cohort completed its coursework in December 2008. A specialist/doctoral program was also offered in Alamance-Burlington School System, along with a master’s cohort that began coursework in fall 2008. Overall, the goal of these partnerships is to develop programs that are responsive to district needs to prepare and support administrators at accessible locations, and to provide the opportunity for strong cohort experiences, with close learning relationships among candidates and between faculty and candidates.	Eight ABSS administrators are participating in a doctoral cohort that began coursework in spring 2006, while 17 ABSS teachers began their MSA work in fall 2008. Seven GCS administrators are participating in a doctoral cohort and 25 candidates are participating or have completed master’s-level coursework. Costs for the GCS cohorts are paid by the school district.
Leadership Development for Assistant Principals:	• NC public schools will be led by 21st Century	An ELC faculty member provides an intensive program of professional	Assistant principals have increased their capacity in current roles and further developed leadership skills.

The Department of Educational Leadership and Cultural Foundations with Guilford County Schools	professionals. • Leadership will guide innovation in NC public schools.	development that prepares assistant principals for the principalship. All GCS Assistant Principals attend one three-hour session per month focused on management, culture or instructional leadership. Each semester, Assistant Principals rotate to another topic until all are completed.	
New Media Project: (Sites are confidential due to IRB restrictions)	• Leadership will guide innovation in NC public schools.	The New Media Project is a six-month research project investigating how new media technology is affecting the high school experience at two high schools.	Findings and recommendations will be shared with school constituents in order to help them navigate change in technology integration.
Inclusive Practice Project: The School of Education Department of Educational Leadership and Cultural Foundations with Guilford County Schools (Sumner Elementary School)	• NC public schools will be led by 21st Century professionals. • Leadership will guide innovation in NC public schools. • NC public schools will be governed and supported by 21st Century systems.	UNCG faculty worked with Sumner Elementary teachers and administrators to design and implement a project that supports the participation of students with disabilities in the general education curriculum and classroom. Approximately 15 Sumner teachers and two administrators have participated in ongoing professional development. Six teachers have participated in a pilot inclusive practice project.	The School Improvement Team piloted their project and is considering plans to implement an inclusive practice project school-wide in 2009-2010.

Support for Beginning Administrators

A clinical faculty member was hired for 2006-2007, part of whose responsibilities are to spearhead the implementation of a principal support network. She has done so through a partnership with the Guilford County Schools and by working with the Principal’s Executive Program. A highly successful program to prepare assistant principals for the principalship began in 2007-2008 and continued in 2008-2009. The SOE and ELC offered the Educational Leadership Institute in summers 2004, 2005, 2006, and 2007 for 100 Piedmont Triad school administrators each year. In 2008, ELC joined with other departments and the Teachers Academy to offer the School of Education Summer Symposium for Future Ready Schools, which offered a number of professional development sessions for administrators. ELC faculty maintain regular contact with recent graduates and support their efforts in various ways as they become assistant principals and principals. Because of the shortage of educational administrators, many regional systems have turned to emergency licenses to fill positions. These administrators must become fully licensed within two years. As a result, they enter the MSA program and MSA faculty work with them simultaneously as students and beginning administrators. In order to facilitate candidates' enrolling in and completing Master’s of School Administration programs, and thereby to assist in easing the administrator

shortage, ELC offered a two off-campus MSA program for Guilford County Schools employees, an off-campus MSA for the Alamance-Burlington School System (ABSS), and Ed.S/Ed.D. programs for both Guilford and Alamance-Burlington. The department has also implemented a licensure-only Post-Masters Program in administration for educators who plan to become principals after completing a graduate degree other than an MSA.

Support for Career Administrators

As described in “Support for Beginning Administrators,” a clinical faculty member was hired for 2006-2007, part of whose responsibilities was to spearhead the implementation of the principal support network. She has done so through a partnership with the Guilford County Schools and by working with the Principal’s Executive Program. The SOE and ELC offered the Educational Leadership Institute in summers 2004, 2005, 2006, and 2007 for 100 Piedmont Triad school administrators each year. In June 2008, ELC joined with other departments and the Teachers Academy to offer the School of Education Summer Symposium Future Ready Schools, which offered a number of professional development sessions for administrators. Department faculty also provided consultation and other services to schools including leadership development workshops, a professional development program for the Superintendent’s cabinet, leadership coaching for principals, and a professional development for all assistant principals in Guilford County to prepare them for the principalship.

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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	25
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	27
	Other	2	Other	1
	Total	30	Total	55
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other	0	Other	1
	Total	6	Total	10
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0

	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	4	Total	9
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	2

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

Masters	
MEAN GPA	3.38
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	5	19	2	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	1	11	3	5	0	1
G Licensure Only	3	0	0	0	0	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	0	1	2	0	0
G Licensure Only	1	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	31	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.
