

IHE Master's of School Administration Performance Report

UNC-Pembroke

2008 - 2009

Overview of Master's of School Administration Program

The Master of School Administration (MSA) Program at the University of North Carolina at Pembroke (UNCP) began as a collaborative degree program with East Carolina University. Through legislative action taken by the North Carolina General Assembly and the UNC Board of Governors, UNCP received approval to reinstitute its MSA program in July 2000. The MSA program at UNCP is housed in the School of Education and partners with the School of Graduate Studies to deliver the program. The performance indicators of the North Carolina Standards for School Administrators, Educational Leadership Constituent Council (ELCC), and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) provide overarching guidance for the program. Professional and experienced faculty, all of whom hold the terminal degree, lead and teach in the program. The primary instructional approaches used to present course content reflect a constructivist model of teaching and learning that includes interactive seminars in which the professor and students engage in meaningful verbal inquiry into relevant educational issues. Other teaching methodologies include cooperative problem solving, case study reviews, interactive technology based exercises, and discussions of varied field-based experiences. The MSA program prepares students to meet the licensure requirements for the School Administrator Level I. The enrollment pattern is typically four semesters and two summer sessions, on a part-time basis. In 2006 the General Assembly approved the reinstatement of the School Administration Add-on Licensure program at UNCP. The program was developed, admission criteria were defined, and courses were offered beginning in fall 2006. In June 2007, the first cohort of add-on program completers was recommended for licensure. The 2008-2009 academic year has recommended the most add-on program completers for licensure.

Special Features of the Master's of School Administration Program

The MSA program established an endowed distinguished professorship, funded by the C.D. Spangler Foundation. A national search was conducted for the Joseph B. Oxendine Distinguished Professorship in Educational Leadership, effective fall 2008. This search was continued during the fall 2008 and spring 2009 semesters. The new professor will begin fall 2009. The professor will teach MSA courses, assist in coordination and promotion of the MSA Program, conduct research, and provide service to the University, the SOE, and regional LEAs. The MSA candidates reflect the diversity of southeastern NC and contribute to the pool of minorities and women who become school leaders. Admission to the MSA program is a selective process, reflecting rigorous entrance requirements. The MSA program totals 38 semester hours of core courses; the School Administration Add-on Licensure Program consists of 4 courses totaling 20 hours. Students entering either program must have completed 3 years of teaching experience, as well as meet respective admissions requirements. After an initial screening, eligible candidates for the add-on program are interviewed and submit a writing sample. Candidates accepted to the add-on program receive a plan of study after careful review of their credentials. Both the MSA and Add-on programs address the ISLLC and ELCC standards and require a yearlong internship. Candidates develop an extensive reflective portfolio to demonstrate knowledge, skills and dispositions for effective school leadership. A pre-post self-evaluation is used in the internship to assess areas of strength and areas for professional growth. School improvement topics are emphasized throughout the curriculum. Candidates develop and implement multiple school improvement projects, including change projects, climate studies, demographic profiles, and action research focusing on issues such as high school reform, analysis of the NC Teacher's Working Conditions Survey, minority enrollment in classes/programs for advanced learners, dropout prevention, recruiting and retention, and parental involvement. At exit candidates must pass an intensive oral examination administered by faculty. While completing the

program, many candidates are appointed to administrative roles, typically including assistant principal and central office positions. The MSA program conducts an annual survey to assess candidate needs, with results being used to make program improvements, such as revisions to curriculum and schedules. In order to meet the personal/professional needs of candidates, varied course formats are offered. The entire curriculum has been developed in an online/hybrid format, and courses are offered in both face-to-face and online/hybrid sections. Face-to-face courses are offered at on- and off-campus sites, primarily community colleges. Due to the number of candidates, multiple sections were offered this academic year. The program is strengthened by area school leaders who serve as adjunct faculty and advisors. Also, regional LEA staff, NCDPI consultants, State Board of Education members (including the Chairman), UNC Institute of Government staff, attorneys from the Schwartz & Shaw Law Firm, UNC-CH School of Government professors, legal counsel to the NC School Boards Association, and NCASA staff served as guest presenters in courses.

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>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Charter Schools: Alpha Academy, Communities In School (CIS) Academy, Sandhills Theatre Arts Renaissance, The Academy of Moore County, The Laurinburg Homework Center.</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p>	<ul style="list-style-type: none"> • Teacher Education Program Speakers Bureau 	<ul style="list-style-type: none"> • Provided workshops on varied topics, including teaching diverse learners, culturally responsive practices, ESL strategies, instructional planning, active learning strategies, setting up and managing a classroom, working with families, and addressing prejudice discrimination and stereotyping in classrooms
<p>Same as Previous</p>	<p>Same as Previous</p>	<ul style="list-style-type: none"> • TEP Professional Development Collaborative (PDC) 	<ul style="list-style-type: none"> • Updated goals for 2007-2008, including a commitment to ongoing high quality professional development and providing targeted support for preservice, beginning, and career administrators • Established a goal to offer an

			<p>Assistant Principal Institute in Hoke County and Scotland County during the 2007-2008 academic year</p> <ul style="list-style-type: none"> • Similar leadership program being developed for Bladen, Columbus, and Robeson County LEAs
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Sandhills Consortium meetings for Superintendents 	<ul style="list-style-type: none"> • Continued to offer MSA program courses at off-campus sites • Cohort of 16 students completed MSA program at the Sandhills Community College (SCC) campus • In response to LEA requests, will launch another MSA cohort at SCC in fall 2008
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Sandhills Consortium meetings for HR Directors 	<ul style="list-style-type: none"> • Entire curriculum developed in an online/hybrid format • Courses offered in both face-to-face and online/hybrid sections • Face-to-face courses offered at on- and off-campus sites, primarily community colleges • Due to the number of candidates, multiple sections offered
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Flexible course scheduling to meet the needs of MSA candidates 	<ul style="list-style-type: none"> • Course offerings expanded to include more online and hybrid course sections • Expanded summer school offerings • School administration add-on courses offered at Sandhills Community College

<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Charter Schools: Alpha Academy, Communities In School (CIS) Academy, Sandhills Theatre Arts Renaissance, The Academy of Moore County, The Laurinburg Homework Center.</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p>	<ul style="list-style-type: none"> • Professional development seminars for preservice, beginning, and career school administrators 	<ul style="list-style-type: none"> • Seminars (awarding license renewal credit) offered on timely topics, including teacher recruitment, retention, and evaluation
<p>Same as Previous</p>	<p>Same as Previous</p>	<ul style="list-style-type: none"> • Assistant Principal Leadership Academy 	<ul style="list-style-type: none"> • Provided leadership academy for Hoke and Scotland County APs and aspiring APs • AP Academies for Bladen and Columbus LEAs will be offered beginning in fall 2008
<p>Same as Previous</p>	<p>Same as Previous</p>	<ul style="list-style-type: none"> • 4th Annual Second Language and Minorities Symposium 	<ul style="list-style-type: none"> • Conference attended by over 200 educators, including current and aspiring school administrators
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Charter Schools: Alpha Academy, Communities In School (CIS) Academy, Sandhills Theatre Arts Renaissance, The Academy of Moore County, The Laurinburg Homework Center.</p>	<p>Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program</p>	<ul style="list-style-type: none"> • TEP Professional Development Collaborative (PDC) 	<ul style="list-style-type: none"> • Updated goals for 2007-2008, including a commitment to ongoing high quality professional development and providing targeted support for preservice, beginning, and career administrators • Offered AP Leadership Academy for Hoke County and Scotland County during 2007-2008 • AP Academies to be offered to Bladen and Columbus LEAs during 2008-2009 • AP Academy for PSRC in planning stages

Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.			
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Professional development seminars for preservice and inservice school administrators 	<ul style="list-style-type: none"> • Offered seminars on topics including teacher recruitment, retention, and evaluation
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Sandhills Consortium meetings for Superintendents 	<ul style="list-style-type: none"> • Continued to offer MSA program courses at off-campus sites • Cohort of 16 students completed MSA program at the Sandhills Community College (SCC) campus • In response to LEA requests, will launch another MSA cohort at SCC in fall 2008
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Sandhills Consortium meetings for HR Directors 	<ul style="list-style-type: none"> • Entire MSA curriculum developed in an online/hybrid format • Courses offered in face-to-face and online/hybrid formats • Face-to-face courses offered at on- and off-campus sites, primarily community colleges • Multiple course sections offered due to the large numbers of candidates

Support for Beginning Administrators

The SOE provides ongoing support for MSA program participants/graduates as they become assistant principals and principals, as well offering support for other beginning administrators hired by area school districts. Beginning administrators benefit from having the ongoing support of MSA faculty while in that new position. Novice administrators in this group frequently contact MSA faculty to discuss day-to-day building-level challenges. To support the continuing professional growth of new administrators, MSA faculty visit schools and respond to requests for advice on topics ranging from school law to personnel issues. MSA faculty write recommendations for program graduates who apply to doctoral programs and/or who apply for administrative positions. Candidates are offered the opportunity to send their resume to MSA faculty to distribute to superintendents, assistant superintendents, or human resources staff who are searching for quality administrative candidates. Faculty inform candidates of the appropriate parties to contact for follow-up. The implementation of the School Administration Add-on Licensure program supports newly hired assistant principals, central office personnel, and outstanding teacher leaders with a master's degree by providing an opportunity to complete the licensure requirements in fewer hours than the MSA degree program. Also, guest speakers visit courses and program candidates can contact these experienced professionals for follow-up consultation on topics such as policy or school law. Thirty one teacher leaders in Richmond County participated in the spring semester long Teacher Leadership Institute,

that offered four half-day sessions dealing with recruitment and retention of teachers, school law and finance, data analysis, school climate, curriculum and instruction, and public relations. During the fall semester, another leadership institute was offered in Columbus County for 25 assistant principals and identified aspiring teacher leaders. A full day session were conducted in recruitment and retention of teachers, school law and finance, data analysis, school climate, curriculum and instruction and public relations. A full day of Teacher Performance Appraisal Instrument, Revised (TPAI-R) training was conducted at UNCP on a Saturday in September for 20 participants and again in March for 45 participants. Those who attended this training primarily were newly employed assistant principals and central office personnel as well as teacher leaders. The newly appointed MSA Advisory board met regularly with the MSA faculty to discuss changes in the MSA program that would meet the needs of newly appointed administrators.

Support for Career Administrators

Throughout their careers, graduates of the MSA program are provided with continuing support offered by SOE faculty members, who also provide assistance to other area administrators. In the summer of 2006, UNCP began offering an Add-on Licensure Program in School Administration that has become a very popular option as part of the MSA program, now serving approximately 153 students with 56 having been recommended for licensure. The add-on program offers the opportunity for continuing professional growth for administrative personnel in the region. It should be noted that following the implementation of the add-on program, approximately 15 candidates to date that were originally accepted into the add-on program requested the full master’s degree in school administration as opposed to the add-on. In conjunction with the Provost’s Office, the SOE hosts an annual meeting of regional superintendents to collaborate on ways to address needs, including the shortage of school-based administrators in local LEAs. The Dean of the SOE attends monthly meetings of the Sandhills Regional Consortium to discuss with area superintendents professional development needs of career administrators in their districts and respond appropriately. The Associate Dean for Accountability and Outreach attends monthly meetings of the of the Sandhills Regional Consortium to discuss with area principals professional development needs of career administrators in their districts and respond appropriately.

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	6	American Indian/Alaskan Native	9
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	34
	Other	0	Other	0
	Total	31	Total	56

Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	0	Total	9
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	6
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	22
	Other	0	Other	0
	Total	11	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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	9
	Other	0	Other	0
	Total	2	Total	12

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

Masters	
MEAN GPA	3.36
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	17	23	13	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
G Licensure Only	3	3	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	3	1	4	0
G Licensure Only	1	6	2	1	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	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.