

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

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

The Watson School of Education at the University of North Carolina Wilmington currently offers four graduate degree programs at the master's level: Master of Education (M.Ed.), Master of Science in Instructional Technology (M.S.), Master of Arts in Teaching (M.A.T.), and Master of School Administration (M.S.A.). The WSE also offers one doctoral program: the Ed.D. in Educational Leadership and Administration program which completed its second year since inception supporting two cohorts for a total of 29 doctoral students. The M.Ed., M.A.T., and M.S. programs lead to the Masters/Advanced Competencies or "M" level licensure. The M.Ed. programs are in the areas of Curriculum/Instruction Supervision, Elementary Education, Language and Literacy Education (Reading), Middle Grades Education, Secondary Education (English, History, Mathematics, Science, and Spanish K-12), and Special Education. The Master of Arts in Teaching is offered in secondary education in the academic disciplines of English, history, mathematics, science, and Spanish (K-12 licensure) and in middle grades education. The programs focus upon development of advanced skills and competencies in: knowledge of learners including those with diverse or special needs, assessment and instructional techniques, conducting and evaluating research (including action research and specific inquiry topics), connecting subject matter and learner needs, and leadership strategies. The programs extend the INTASC standards required for initially licensed teachers and NBPTS expectations, address state guidelines and competencies, and incorporate standards developed by NCATE and national specialty area associations. Programs are currently realigning with the new NC Professional Teaching Standards and 21st Century skills and dispositions. The programs are consistent with the Watson School's conceptual framework: To develop highly competent professionals to serve in educational leadership roles.

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

Applications of research into practice and infusion of technology and global perspectives in instruction are primary areas of focus in graduate programs in the Watson School of Education at UNCW. Students are required to enroll in practica where they apply the concepts learned in the program, and they must conduct an action research or inquiry project prior to program completion. All students must complete a culminating product of learning in the form of a portfolio or thesis. These culminating products demonstrate the relationships between theory and practice, and also document the students' development as educational leaders. Comprehensive exams and/or portfolio or thesis defenses also are required. Many of the courses utilize cooperative learning and peer group strategies to foster the collaboration skills necessary for success as instructional leaders. The analytical, reflective, and writing skills developed in the programs have assisted students with the National Board for Professional Teaching Standards process. The Watson School of Education offers all graduate courses at night, summer II, and/or online to enable both full and part-time students to complete the programs. Brief descriptions of each of the programs are included below: The Curriculum/Instruction Supervision program provides advanced study for individuals preparing to be effective school and district level curriculum and instructional leaders and who will play a supervisory role in the professional development of others. The program in Elementary Education addresses the need for conceptual and procedural bases for decision-making and for specific alternatives within the teacher's anticipated area of practice. The Language and Literacy program addresses the acquisition and development of literacy, and is designed to develop skills in decision-making for specific literacy practices and development of structured reflection skills. The Middle Grades M.Ed. and M.A.T. programs are designed to enhance skills in teaching young adolescents at the middle grades level focusing on the role and function of the teacher as decision-maker. The Secondary M.Ed. and

M.A.T. programs provide advanced study in content and pedagogy. The Special Education program emphasizes the roles and functions of special educators such as collaboration, instructional modifications, and classroom management. The Master of Science in Instructional Technology focuses upon the five comprehensive domains of instructional design, instructional development, utilization, management, and evaluation. The Master of School Administration program combines preparation in essential technical knowledge and skills (research design and implementation; program design and evaluation; legal issues; policy formulation; instructional leadership) with a continuous emphasis on reflective practice. The Ed.D. program in Educational Leadership and Administration prepares superintendents and other educational leaders to be informed, proactive and reflective change agents to improve public schools for the benefit of all students, particularly in southeastern North Carolina.

**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>Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School.</p>	<p>Professional Development of Teachers and /or Administrators</p>	<p>University-School (PDS) Partnership sponsored professional development activities including bi-annual conferences, orientation and extended training, workshops, institutes, cultural arts events and seminars. Specific Professional Development Initiatives were on Integrating 21st Century Skills and Literacy in the Curriculum, various collaborative meetings and forums with NC DPI, and a Forum for interactive games for mathematics. Collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues. Innovative partnerships evolved during 2008-2009 with a corporation and several non-profit organizations to address regional needs and to improve access to resources.</p>	<p>In 2008-2009, 1200 partnership teachers and administrators were engaged in professional development through participation in 29 professional development activities. Four cultural arts events hosted for teachers and students in the region involved a total of 3,600 participants. 46 teachers and administrators participated in the various forums and professional development sessions. The Watson School of Education and its affiliated Science and Math Education Center received \$1,128,000 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.</p>

<p>Bladen, Brunswick, Carteret, Columbus, Clinton City, Pender, Onslow, Duplin, Sampson, Whiteville City, Lenoir, Pamlico, Jones School Districts</p>	<p>Provide specifically Designed Professional Development for School Administrators</p>	<p>The Southeast Education Alliance and the Watson School of Education partnered during 2008-2009 to host a Professional Learning Community Series with Dr. Anthony Muhammad, founder and President of New Frontier 21. The series consisted of the following session: 1) Principals as School Leader (July '08), Creating Professional Learning Communities (Sept. '08), Utilizing Data to Improve Student Learning (Nov. '08), Pedagogy (Jan. '09), and Student Affect and Community Connection (Feb. '09).</p>	<p>The average attendance at each day-long session was 100 school administrators from the Alliance partnership. Many districts and schools have adopted the PLC guidelines advocated in this series as a structure to reform and improve their schools. Follow-up and additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson School Dean is a member.</p>
<p>Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School</p>	<p>Teacher Retention</p>	<p>WSE First Years of Teaching Support Program is in its fifth year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, online book studies hosted through Blackboard, system requested professional development, a board game based workshop on the new teacher emotional phases, beginning teacher mini-retreats, mentor training/support, strategic induction and retention planning, and an extensive resource-rich website. In response to districts needs, three book study programs, a special support program for special education teachers, and a mentor exchange program were added. Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a</p>	<p>Program served 609 teachers through the various components in 2008-2009. Eighty-two new teachers participated in multiple online study groups and there are an average of over 200 hits on the website and requests for resources each month. The face-to-face events hosted by this program had over 165 teachers participate in the support sessions. Ten monthly newsletters were electronically disseminated to 5418 teachers. The special support program for exceptional children's teachers served 47 EC teachers. An onsite Mentor retreat had 62 system mentors involved in self-selected professional development in 21st century mentoring strategies. Twenty-eight training sessions and conferences were delivered to 1,306 school teachers and administrators. In addition, 16 Brunswick County teachers were provided 6 hours of graduate coursework in Learning-Centered Supervision</p>

		key service component delivered by the WSE. Mentor training was held for a district's 12 system-wide mentors this fall.	(paid by district).
Brunswick County Schools, Columbus County Schools, Duplin County Schools, New Hanover County Schools, Onslow County Schools, and Pender County Schools	Continuing written partnerships with area superintendents and Ed.D. Doctoral candidates.	Internship assignments with superintendents	MSA/Ed.D faculty assisted districts with administrative mentoring/coaching, while superintendents agreed to work with 11 Ed.D. Doctoral candidates to provide release time and administrative duties.
Brunswick, Carteret, Columbus, New Hanover, Pender, Onslow, and Sampson counties.	Training and support of principal interns.	MSA faculty members and school district administrators collaborated to provide support and training for principal interns during a one year internship experience.	26 MSA students completed internship experiences during the 2008-09 academic year.

### **Support for Beginning Administrators**

A plan is underway for the first two-day Mentoring Symposium for Administrators to be held at the Watson School of Education on June 15-16, 2009. It has long been known that the role the administrator plays in retaining novice teachers is critical. The Watson School of Education is responding to this need based upon current research and district requests. One of the MSA faculty supervisors works directly with one of the partner districts as a mentor to beginning administrators. Area administrators have been included in multiple events sponsored by the Watson School Education, including partnership teacher conferences and grant sponsored activities. Beginning administrators have also been involved in meetings regarding suggestions for creating and implementing the newly revisioned MSA program. The MSA faculty is currently developing an Administrator Support Program Website for all administrators, but particularly beginning administrators looking for Communication Practices, Building the School Community, Developing Professional Learning Communities, Staff Recruitment and Retention, Conflict Resolution Practices, School Reform, Professional Organizations and Support, and Administrator Blogs and Podcasts. The website is to serve as a resource bank for all administrators looking for tools and strategies for becoming effective leaders in their schools.

### **Support for Career Administrators**

The first two-day Mentoring Symposium for Administrators to be held at the Watson School of Education on June 15-16, 2009 is also appropriate for our career administrators. The focus on retention of both teachers and administrators is a high priority in our work as an MSA faculty. Career administrators have been instrumental in the development of the new MSA program; giving suggestions and feedback to thoughts and ideas presented to them regarding preparation of beginning school administrators. Partnership administrators were invited to campus for focus group discussions regarding this revisioning process. A plan is being developed to invite them back for a presentation of the final MSA Program Revision Report being submitted to the Department of Public Instruction on June 30, 2009. The

Formative Evaluation of “A School Leader’s Guide to Evaluating Research” Grant was awarded for 2008-2009. This grant award is for the development, through formative evaluation, of a guide to support school administrators in evaluating the research evidence of educational programs and materials

## 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	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	10
	Other	0	Other	1
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>14</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	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	5
	Other	0	Other	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>6</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	2	White, Not Hispanic Origin	10
	Other	0	Other	3
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>13</b>

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

Masters	
MEAN GPA	3.57
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				
<b>LC</b> Completed program and applied for license				
School Administration	0	11	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	7	1	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	1	0	0	0	0	1
G Licensure Only	0	0	0	0	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	15	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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