

IHE Master's of School Administration Performance Report
Western Carolina University
2008 - 2009

Overview of Master's of School Administration Program

While phasing out its traditional MSA program, WCU is also piloting a new Cohort-Based MSA and Post Masters Certificate program, in preparation for seeking program approval. Both programs are outlined. The WCU MSA Program (the only online program in UNC system) requires 42 semester hours of coursework distributed among classes in educational foundations (4 courses), professional studies (8 courses in leadership, organizational management and school change), and field experiences (3 internships). The principal add-on license requires 18 to 24 hours, depending on acceptable, prior coursework in a student's graduate degree. These courses are in the same areas required in the MSA. As a capstone experience all candidates submit electronically an acceptable exit portfolio documenting proficiency in competencies identified by the state as essential for effective practice, their ability to conduct site-specific action research, their expertise in collecting and assessing quantitative data, and their mastery of specific technology skills. Candidates demonstrate communication skills in the development of the portfolio and in its defense before peers and faculty. The program is aligned with the Standards for 21st Century School Executives. In addition, cumulative data collected from each of the MSA and add-on licensure completers and interviews with regional superintendents inform program evaluation and development. The cohort-based program being piloted assigns each student to a 20-30-member cohort of students, who progress together through the program, as research on effective leadership preparation recommends. In addition to completing 2 courses in research, 1 in assessment, and 1 in curriculum & 1 in educational foundations, students complete 4 "core courses," of 5 credits each, including an embedded site-based internship. The central tenet and guiding paradigm of the program is "ethical leadership." Core courses organize standards-based knowledge, skills, and values as: (1) Ethical School Leadership, (2) Leading School Culture, (3) Leading Student Learning, and (4) Sustaining Change. Six "Special Topics" courses and a "Summer Experience" provide opportunities for students to focus exclusively on special areas such as human resource management, leading special education, managing budget and school resources, legal issues, and micro-political leadership. Students identify a major authentic school change project during their first core course, develop a plan for implementation, implement it, and provide interventions to sustain the change over the course of their program. In addition to submitting a culminating work portfolio, similar to those required in the traditional program, cohort students also submit a "capstone project" that demonstrates acquisition of the knowledge, skills, and values mandated in the North Carolina Standards for School Executives. Thirteen tenure-line faculty members teach courses that MSA and Add-on licensure candidates take.

Special Features of the Master's of School Administration Program

The WCU MSA and principal add-on licensure programs include programmatic, logistical, technological, and geographic special features. During program revisioning, MSA faculty have interviewed principals, assistant principals, graduates, and current students to obtain pre and post feedback regarding proposed program changes. Also during the Spring Semester 2009, 8 APs/Principals were invited to WCU to confer with MSA faculty to discuss the feedback on program revisions. In addition, State leaders at DPI have continued to publicly acknowledged WCU's leadership in the process of transforming administrative preparation in the state of North Carolina. The internships in both the traditional and the cohort programs require demonstration of competencies rather than satisfaction of a specific number of hours practicing a narrow range of skills. Specific requirements for the portfolio include providing evidence for the acquisition of skills, knowledge and competencies. Coursework is linked to field experiences and faculty stress applicability and relevance of specific competencies. Classes are interactive and incorporate the use of case studies, problem-based learning activities, and simulations. MSA candidates use statistical

packages that assess data. The portfolio requires them to have experience with NCWise. Candidates create web sites for schools and use publication software to design marketing tools for schools. As an early adopter of technology requirements for all candidates, WCU has a comprehensive support system on campus, sponsors regular training sessions keyed to specific skills, and facilitates faculty in their quests to remain current. Since the summer of 2005 enrollment in the MSA and principal add-on license has increased., thus bringing candidates from across the state in a strong cross-fertilization of rural, urban and suburban experiences to the classes. The WCU library emphasizes information literacy, providing on-line reserve services, and supports multiple on-line research resources. The MSA faculty have continued leadership on pedagogical issues in on-line teaching across the college and university. Geographically, WCU's location in the Appalachians provides MSA faculty with unique research opportunities and pedagogical challenges. Faculty are sensitive to school issues in rural settings as an important component of some courses, while simultaneously ensuring that program graduates can work in any school setting. They conduct research about schools and schooling in the region, which yielded an average of 5 publications and conference papers in '08-'09 per faculty member. Program completers continue to have a 100% pass rate with our median score at 181.5. We are above the state and national average as indicated in the Institutional Summary Report from ETS. Portfolio data for the past year have been compiled using a rubric that has incorporated state standards. Analysis indicates that the program does consider how to support students by accurately providing evidence of growth in all seven standards. Faculty have redesigned the program to reflect the new standards and to address criticism in the general research regarding educational administration programs. The new program was piloted beginning in the fall of 2008.

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
Asheville City Buncombe Cherokee Cherokee Federal Clay Graham Haywood Henderson Jackson Macon Madison McDowell Mitchell Polk Rutherford Swain Transylvania Yancey	21st Century Professionals	Instructional Leadership Summit for Professional Development	In November 2008, 74 administrators & 13 teachers participated in the Instructional Leadership Summit.
Asheville City Buncombe Cherokee Cherokee Federal Clay Graham Haywood Henderson Jackson Macon Madison McDowell Mitchell Polk Rutherford Swain Transylvania Yancey	Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century Systems; Healthy & Responsible Students	Chancellor's Task Force on Teacher Supply & Demand	In the fall of 2008, 13 administrators participated on the Chancellor's Task Force on Teacher Supply & Demand.

Mitchell	21st Century professionals; Leadership Guides Innovation	SACS Visit	41 administrators, 16 teachers, 20 students & 44 parents were involved in the SACS visit.
Cherokee	21st Century Professionals; Leadership Guides Innovation	Consultation, Guided practice in conducting walkthroughs with mentors/mentees, principal. Facilitated reflective dialogue with mentors, mentees, and principal.	Developed indicators for walkthroughs. Accompanied mentors and new teachers on walkthroughs, with principal. Facilitated reflective dialogue on observations, best practices for instruction. 3 administrators and 20 teachers/mentors participated.
Cherokee	21st Century Professionals; Leadership Guides Innovation	Professional Development Planning	25 administrators participated in a planning workshop for professional development.
Macon	21st Century professionals; Leadership Guides Innovation	Consultation, Guided practice in conducting walkthroughs with mentors/mentees, principal. Facilitated reflective dialogue with mentors, mentees, and principal.	Reviewed teacher-generated criteria for effective teaching. Developed a plan for working with the principal and teachers, using walkthroughs to improve instruction. Refined indicators. Accompanied principal, assistant principal, mentors on walkthroughs, debriefed observation data, developed follow-up plan for entire teaching staff. Accompanied principal, assistant principal, all teachers on walkthroughs, debriefed observations, developed follow-up plan. Modeled/demonstrated peer observation strategies, post-observation conferencing process. 2 administrators and 20 teachers participated.
Mitchell	21st Century Professionals; Leadership Guides Innovation	Presentation: Using Classroom Walkthroughs in Mentoring	25 administrators heard the presentation on Using Classroom Walkthroughs in Mentoring.
Buncombe Cherokee Cherokee federal Clay Graham Haywood Henderson Jackson Macon Madison McDowell Mitchell Polk Rutherford Swain Transylvania Yancey	Globally Competitive Students; 21st Century Professionals; 21st Century Systems; Leadership Guides Innovation; Healthy & Responsible Students	WNC EdNet Steering Committee	Twice per year 16 administrators participate.

Asheville City Buncombe Burke Catawba Cherokee Federal Clay Cleveland Graham Haywood Henderson Jackson Macon Polk Swain Transylvania	21st Century Professionals; 21st Century Systems; Leadership Guides Innovation	Beginning Teacher Symposium	In August of 2008, 33 administrators & 106 teachers participated in the Beginning Teacher Symposium.
Asheville City Avery Buncombe Cherokee Cherokee Federal Clay Graham Haywood Henderson Jackson Macon Madison Mitchell Polk Rutherford Swain Transylvania Yancey	21st Century Professionals	Public School Training for Guidance Counselors and Liaisons	20 administrators participated in the training on advising potential students for the Teaching Fellows Scholarship Program.

Support for Beginning Administrators

An alumni organization for graduates of the MSA program was developed and is part of the MSA/ Certification Advising web site. There are many alumni engaged with this site. The purpose is to ensure that the networks established during the program continue as candidates move into administrative positions throughout the region and to maintain contact between the university and those individuals. MSA candidates and graduates are invited to professional development opportunities on campus, and occasionally participate in field-based research projects conducted by faculty. MSA faculty members routinely visit internship sites, invite field mentors to serve as seminar guest speakers, solicit and share information with candidates about prospective positions available in the region, and write formal letters of recommendation on behalf of graduates. Like other MSA institutions in the state, the Department of Educational Leadership and Foundations supports career development of beginning administrators through the maintenance of user-friendly advanced degree options.

Support for Career Administrators

Several ways the MSA program supports career administrators have already been mentioned. A senior faculty member attends the regional superintendents' association monthly meetings. There has been one regional meeting of MSA faculty with superintendents to discuss needs for MSA level administrators, recommendations for the program, and ways that we can cooperatively provide professional development for new and career administrators. The Department of Educational Leadership and Foundations supports Ed.S. and Ed.D. programs that serve career administrators. Faculty members conduct research with field practitioners on topics germane to their practice. In 2008-2009 examples include continuing work on evaluation of specific programs (e.g. Even Start), professional development training for administrators and teachers, and consultation. MSA candidates intern in regional public schools, learning from and assisting practicing administrators. Many of their course requirements include the generation of products (school newsletters, brochures, environmental scans, action research projects, improvement plans, and web pages) which meet the needs articulated by practicing administrators. The MSA faculty attend professional meetings in the region and state designed to serve the needs of practitioners. For example, in 2008-2009, WCU faculty contributed in designing the DPI rubric for pre-service administrative licensure. Faculty attended and presented at the American Educational Research Association Conference, and all

MSA faculty made multiple national and regional presentations. Supporting both beginning and career administrators, the principal strand of the School University Teacher Education Partnership (SUTEP) offers a Principal’s Strand. Modeling and on-site assistance are provided to assist school leaders in developing professional learning communities, including engaging all teachers in whole-school walkthroughs and reflective dialogue for continuous learning. The program is committed to the inclusion of regional superintendents among its teaching faculty, sometimes as part-time faculty with responsibility for entire courses and sometimes as guest lecturers in other classes. The WCU service region presents unique geographic challenges. It comprises 17 counties challenged by distance and topography. Successful online delivery and word of mouth advertising from program alumni have led to an expansion of the service area. The program serves students from the northeastern region of the state to the westernmost counties in the state. Reliable adjunct faculty who are based in the eastern region have supplemented our online presence with a physical one. A senior faculty member from ELF meets regularly with the superintendents in the region to assess their needs and to gain input for our programs. Our faculty are actively involved in the Leadership Summits provided by SUTEP and the Western Region Educational Services Alliance. One faculty member was the keynote speaker at the most recent Leadership Summit.

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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	6
	Other	1	Other	0
	Total	8	Total	7
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	4
	Other	0	Other	1
	Total	2	Total	5
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	3	Black, Not Hispanic Origin	6

	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	43	White, Not Hispanic Origin	94
	Other	3	Other	0
	Total	51	Total	102
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	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	16	White, Not Hispanic Origin	43
	Other	0	Other	0
	Total	17	Total	48

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

Masters	
MEAN GPA	NA
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	18	19	5	9
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	4	0	1	1	0	0
G Licensure Only	1	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	5	3	13	5	2	0
G Licensure Only	8	3	0	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	18	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.
