

**IHE Master's of School Administration Performance Report**  
**Wingate University**  
**2008 - 2009**

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

The Master of Education in Educational Leadership program was established in the fall of 2006. The MAEd program in Educational Leadership leads to North Carolina licensure as a K-12 school principal. The program standards address the need to prepare educational leaders who value and are committed to educating all students to become successful adults. The MAEd program in Educational Leadership enables students to make responsible research-based decisions regarding curriculum, instructional strategies, technology assessment and professional development. Sound organizational practices are taught to enable students to develop and organize additional policies and procedures established to maintain safety and security while streamlining the academic environment. Skills in supervision, recruitment, staff appraisal, financial and budgetary planning are taught to students that complete the program. Graduates of this program know how to involve community stake holders for multiple constituencies and will be able to analyze emerging issues and trends affecting instructional programs. Students are exposed to structured standards based on experiences in authentic settings. The internship portion is centered on the application of knowledge and the skills necessary for a successful educational leadership career. The program consists of 37 semester hours. Included in this course work regiment are 12 semester hours of core graduate education at the 500 level, 25 semester hours in educational leadership content and related course work at the 600 level including 475 hours of field and internship experiences. The vision of the principal as an instructional leader incorporates all essential roles as leader, master teacher and researcher.

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

Sound organizational practices are taught to enable students to develop and organize additional policies and procedures established to maintain safety and security while streamlining the academic environment. Skills in supervision, recruitment, staff appraisal, financial and budgetary planning are taught to students that complete the program. Students know how to involve community stakeholders for multiple constituencies and are able to analyze emerging issues and trends effecting instructional programs. Students are exposed to structured standards based experiences in authentic settings. Student assignments in all classes and internship experiences are based on the North Carolina Standards for School Educators adopted by the North Carolina Board of Education. The internship is centered around the application of knowledge and skills necessary for a successful educational leadership career. Emphasis upon the development of a program portfolio is an essential element of the program in educational leadership at Wingate University. Each student develops a program portfolio that is based upon specific portfolio projects related to course subject areas from research methodology to planning school budgets. Each program portfolio is evaluated based upon a University established rubric. All are tied to North Carolina Standards for Educational Executives.

**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>
Stanly County Schools	<p>The superintendent requested that a re-visioning of the Safe Schools Plan occur for the 2008-2009 school year. In addition, the Stanly County District Plan would be revamped and the District Safety Committee would start the process of reviewing all components of the plan. Wingate University School of Graduate and Adult Education worked in collaboration with Stanly County to guide the district through the process.</p>	<p>The process began on July 14, 2008, at the Stanly County Schools Administrative Retreat. All district school level administration was present for a presentation by Wingate staff on the Components of a Safe School Plan. Topics included the following: preparedness; all hazards approaches; internal and external lockdowns; small and large scale evacuations; safety audits; lessons learned from Columbine and athletic security plans. As a result of the presentation at the administrative retreat the next steps were established with school staff and district activities were identified. Individual schools were to review and complete a revised version of their current safe schools plan by September 19, 2008. The district safety team would review the safety plans and determine their appropriateness. Wingate staff would consult with District Safety committee to provide input. The Stanly County School Safety committee wanted to continue the process and implement a new District Safety Plan. The committee was composed of district level administration, local law</p>	<p>The year long re-visioning of the Stanly County individual schools safe school plans and district plan has resulted in revised plans with new components. A new district plan is evolving due to the work of the Safety Committee. The new district safety plan has involved agencies throughout Stanly county and has received feedback from the community. The new district plan will be implemented at the start of the 2009-2010 school year. At the request of the superintendent, Wingate University staff has been asked to continue their commitment through the implementation of the new plan. Impact of this partnership will affect the entire school district of Stanly County, 24 schools, 9,242 students and 757 teachers</p>

		<p>enforcement and school board members. Wingate staff met with the committee and established immediate priorities for the committee to focus on. It was determined that the committee needed to focus on communication to all local municipalities due to the makeup of Stanly county, district administrative responsibilities, school administration responsibilities, and off-site evacuations and deficits in local plan.</p>	
<p>Charlotte/Mecklenburg Schools; East Learning Community</p>	<p>To partner with Butler High School and East Mecklenburg High School to provide support and assistance in the following areas: IB, AP proctoring; EOC proctoring, Teacher coverage for staff development; serve as Senior Exit Essay review team members; facility provision for use by students and staff for testing location.</p>	<p>East Mecklenburg High IB examination site provision January 2009, May 2009. Proctoring EOC exams at Butler High School week of June 1 and June 8, Senior Exit Project Review Panels Fall/Winter 2010 Butler High School.</p>	<p>Beginning in August 2008, Wingate Graduate School faculty and staff partnered with East Mecklenburg and Butler High School to provide facilities and volunteer assistance in proctoring exams, AP test proctoring and to serve on Senior Exit Project Review Panels next fall and next spring. This project will affect approximately 40 classes (combined from each school-15 Butler/25 East Mecklenburg and will impact in excess of 200 students. The partnership is a long term partnership projected to last at least for the next five years. Over the next two years, Wingate Graduate School of Education will provide on going consultation and assistance to Mooresville Graded School District. A task force is currently being identified to establish a work scope</p>

			and timeline leading up to the submission of the application for IB Program initiation. The targeted date for IB application submission for approval by the IBNA (International Baccalaureate North America Association) is set for January 2011. Impact of this project will affect the entire school district of Mooresville Graded Schools. This includes 7 schools, 385 teachers and 5,400 students.
Mooresville Graded School District	Mooresville Graded School District senior leadership has elected to seek expansion of accelerated academic programs at the senior high level. The Superintendent of the Mooresville Graded School District has requested a partnership with Wingate to provide technical assistance with this project. This decision entails exploration, planning, development and implementation of an International Baccalaureate Program at Mooresville Senior High School. Wingate Graduate Education staff have agreed to work with the Mooresville Graded School District in the planning effort for this project. Priorities established are: 1) To review the current status of IBNA. 2) To assess current advanced course availability. 3) To establish a task force on	Wingate staff have had two meetings thus far with the Superintendent and Assistant Superintendent for Instruction on pre-planning for IB Program implementation.	Over the next two years, Wingate Graduate School of Education will provide on going consultation and assistance to Mooresville Graded School District. A task force is currently being identified to establish a work scope and timeline leading up to the submission of the application for IB Program initiation. The targeted date for IB application submission for approval by the IBNA (International Baccalaureate North America Association) is set for January 2011. Impact of this project will affect the entire school district of Mooresville Graded Schools. This includes 7 schools, 385 teachers and 5,400 students.

	<p>the feasibility of locating an IB program at Mooresville. 4) To work with staff and parents on IB (orientation). 5) To assist in the assessment of prerequisites for IB Program establishment. 6) To work with the Mooresville School Board as a reference as determined by the superintendent. 7) To assist in application process for IB Programs. 8) To provide on going assistance as needed for the establishment of an IB Program in Mooresville Graded School District after application submission.</p>		
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**Support for Beginning Administrators**

The administration and faculty of the Wingate Graduate Education Program have been committed to the support for beginning principals serving in this region of the state. All of the faculty and administration of the Graduate Program in Educational Leadership have experience as successful school executives (superintendents and principals) as well as being successful teachers. Faculty have served and continue to serve as mentors to superintendents, principals and assistant principals. The faculty in Educational Leadership have worked with beginning principals in cooperation with the Southwest Regional Alliance. Consultation and training have been provided in the area of resource management, scheduling, crisis planning, human resource management, faculty maintenance, parent collaboration, community involvement, instructional data analysis, conflict management, working with exceptional population, working with the guidelines of NCLB and AYP, instructional decision making, inclusion, and assessment.

Faculty visit sites of new principals' schools to offer additional support in an on-going manner. Support and assistance via e-mail is an almost daily occurrence with the Graduate Education faculty at Wingate.

**Support for Career Administrators**

The faculty and administration in the Educational Leadership Program at Wingate collectively have over 90 years of successful experience in working at the administrative level for public K-12 schools. As such, contact from this region as well as statewide from current superintendents and principals is very frequent. Currently, the staff and faculty of the Graduate Program in Educational Leadership have responded to requests for assistance in school budgeting, hiring practices, facility architecture development, instructional design, curriculum development, assessment, etc. Faculty maintain their affiliation with the state's professional organizations that support superintendents, principals and assistant principals. Internships for educational leadership provide ample opportunities to interact with colleagues serving the schools. Support is given in regards to current issues principals are facing. Current superintendents and principals from this region serve on the Wingate Graduate Education Advisory Council. At Advisory

Council meetings, discussions very often address the current professional needs of superintendents and principals.

## 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	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>
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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	16
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	47
	Other	1	Other	1
	<b>Total</b>	<b>28</b>	<b>Total</b>	<b>66</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	1	Black, Not Hispanic Origin	12
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	33
	Other	0	Other	0
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>48</b>

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

<b>Masters</b>	
MEAN GPA	3.65
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	0	23	0	69
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	0	0	0	0	0
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	0	13	14	0	97
G Licensure Only	0	0	0	0	0	46
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	47	98
* 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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