

IHE Master's of School Administration Performance Report

Elizabeth City State University

2009 - 2010

Overview of Master's of School Administration Program

The MSA Program at ECSU is a 42 semester hour program that combines graduate classroom preparation with field-based practicum experiences to provide candidates with the knowledge, skills, and dispositions to help them become highly qualified building level administrators and school leaders who are informed, competent, effective decision-makers. The program provides the two options of full-time and extended study for candidates to complete the program. Through problem based learning experiences and an intensive internship, candidates are given opportunities to develop and use the required standards-based skills for successful school leadership. Working collaboratively with school districts, the university, and candidates, faculty in the MSA program create and facilitate opportunities for candidate learning that respond to his/her strengths, challenges, and experiences in preparing to become a prospective school principal.

Special Features of the Master's of School Administration Program

The School of Education & Psychology has responded to the needs of the service area by developing a program to prepare school leaders. This new program is designed to meet the challenge of improving the preparation of school leaders. It has a focus of helping school leaders meet local, state, and national expectations by transforming the way in which students are educated for this global economy. A special feature of the MSA program is the on-the-job learning that puts teaching and learning at the core of the internship experience. Candidates begin the internship by engaging in a standards-based self-assessment that is used in the formulation of the internship development plan. October 2009 the Masters of School Administration Program was awarded a \$2.9 million grant geared towards the preparation of 54 new principals and assistant principals from nine school districts in northeastern North Carolina. In addition, 80 current school executives will be retooled and provided current best practices that will improve their skills as instructional leaders.

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 | Start and End Dates | Number of Participants | Summary of the Outcome of the Activities and/or Programs |
|--|---|--|----------------------------|-------------------------------|--|
| Warren County, Weldon City, Northampton, Edgecombe, Bertie, Washington, Edenton-Chowan, Perquimans, Pasquotank | To prepare 54 newly certified school leaders with a MSA and to retool 80 principals and assistant principals as instructional leaders. Rationale- The new need for new instructional leaders that meets state expectations. | Participants engaged in activities such as seminars, teleconferences, workshops. Also involved in problem-based learning initiatives geared toward enhancement of the school principal as an instructional leader. | Fall 2009 – Fall 2014 | 18 | The Northeastern NC School Leadership Program enrolled its first cluster of 18 students during the Spring 2010 semester and initiated its problem-based activity during Spring 2010. |

Support for Beginning Administrators

SOEP faculty members collaborate with school and district administrators to identify specific needs and design and present workshops for school personnel. For example, school leaders expressed the need for more science and mathematics knowledge and skills for teachers and themselves. Some of the aspiring school administrators and some of the current ones enrolled in the hands-on science courses that were offered and coached at their school sites. MSA students are invited to professional development opportunities on campus, and participate occasionally in field-based research projects conducted by faculty. One MSA student serves on the university graduate council. MSA faculty members routinely visit internship sites, invite field mentors to serve as seminar guest speakers, solicit and share information with students about prospective positions available in the region, and write formal letters of recommendation on behalf of graduates. MSA faculty also provided formal mentoring to newly appointed assistant principals and principals.

Support for Career Administrators

The coordinator and faculty members of the MSA program were involved with several schools and districts over the past year. The MSA coordinator worked with candidates to develop and deliver professional development experiences. In an effort to ensure the success of the MSA candidates and other professionals seeking licensure, the MSA program provide two SLLA Exam prep sessions.

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 | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | 0 | Total | 0 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | 0 | Total | 0 |
| Part Time | | | | |
| | Male | | Female | |
| Graduate | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 3 | Black, Not Hispanic Origin | 15 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 6 | White, Not Hispanic Origin | 7 |
| | Other | | Other | |
| | Total | 9 | Total | 23 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 1 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 2 | White, Not Hispanic Origin | 8 |
| | Other | | Other | |
| | Total | 2 | Total | 9 |

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

| Masters | |
|---|------|
| MEAN GPA | 3.75 |
| MEAN MAT New Rubric | 394 |
| MEAN MAT Traditional | NA |
| MEAN GRE New Rubric | NA |
| MEAN GRE Traditional | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | NA |
| NUMBER EMPLOYED IN NC SCHOOLS | NA |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. | |

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 | 0 | 20 | 5 | 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 | | | | | | |
| G Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Masters-First Awarded | | | | | | 3 |
| G Licensure Only | | | | | | 5 |
| Comment or Explanation | | | | | | |
| | | | | | | |

E. Scores of school administrators on the SLLA.

| | 2008 - 2009 School Administrator Licensure Pass Rate | |
|--|---|------------------------|
| Specialty Area/Professional Knowledge | Number Taking Test | Percent Passing |
| School Leadership Exam | 17 | 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 several factors affecting survey responses, survey results will not be reported at the institutional level this year.
