

IHE Master's of School Administration Performance Report

UNC-Charlotte

2009 - 2010

Overview of Master's of School Administration Program

The MSA Program seeks educators who want to take the lead in transforming schools into exciting and challenging environments that provide success for every student every day. Throughout the program, candidates are engaged in a standards-based (North Carolina Standards for School Administration and the Interstate School Leaders Licensure Consortium standards) curriculum. Course content is crafted to insure that knowledge and theory are clearly connected to the realities of practice. The program emphasizes: (1) acquisition of knowledge, understanding, skills, and dispositions necessary for visionary principals and assistant principals; (2) advancement of personal and educational platforms that embody an ethical and moral commitment to diversity and equity; (3) attainment of organizational process skills that support transforming educational structures and programs that will promote universal student proficiency; and (4) productive application of content knowledge and theory to the problems of practice through an intensive ten-month clinical internship. The program continues to create on-line courses to better serve busy professional educators. Currently, four of the 13 courses in the program are either fully or partially on-line. In addition to Gaston and Union Counties' current on-site programs, a new distance education cohort was established in Rowan County. With this additional distance education cohort, the program will include three distance education cohorts in the Southwest Education Alliance service area. Seventy-eight students are currently enrolled. Five are Principal Fellows. Of the seventy-eight students enrolled in the MSA program during 2009-2010, four served as Assistant Principals, one served as Principal and four served in central office roles while completing the degree requirements.

Special Features of the Master's of School Administration Program

Instructional leadership, especially in the current accountability environment, is one of the core content strands of the MSA program. As a result, graduates are eligible to obtain licensure in two areas – School Administrator (Level I) And Curriculum-Instructional Specialist. First-year Principal Fellows participate in two seminars monthly intended to expand and enrich course content, provide sharing and networking opportunities, and offer opportunities for leadership, promote reflection and personal/professional growth from feedback obtained through an array of self-assessments. Principal Fellows participate in off-campus seminars hosted by on site practicing administrators. These on site seminars provide students an opportunity to share and network with high performing administrators. Students participated in seminars specifically

designed to expose them to alternative educational programs such as the Military and Global Leadership Academy at Marie G. Davis School, Park Road Montessori, and KIPP. Seminar presenters are practicing school site and central office administrators who bring expertise in such topics as Dealing with Difficult People, Managing School Resources, Using Data to Drive Instruction, The School Improvement Process, and Writing the School Improvement Plan. All principal interns meet monthly with their supervisors to discuss issues, concerns, and high points of the internship as well as a focus topic collaboratively agreed upon based on the needs of the group. There were 40 interns during 2009-2010. They were placed in school systems of our service region (the Southwest Education Alliance). In an effort to recruit and retain a wide variety of students who demonstrate exceptional leadership skills and interest in school administration, the program coordinator began attending regularly scheduled meetings of SWPANC (Southwest Personnel Administrators of North Carolina). In an effort to strengthen collaboration with public school partners, LEA personnel and the program coordinator worked as a team to determine the most appropriate internship placements. The team matched intern needs, strengths and interests with mentor strengths and individual school needs to insure reciprocity in the internship experience. In an effort to identify and address the needs of our partners, the department launched several initiatives to actively engage public school partners in revising the MSA program. The first initiative consisted of a two-hour meeting involving superintendents and designated central office personnel in an open discussion of their perceptions of leadership skills, competencies, and dispositions expected of entry level school executives. A second meeting followed involving area principals with various levels of experience in the role. A third initiative consisted of a focus group meeting with graduates of the current MSA program who are currently serving as principals and assistant principals in the university's service area. Recommendations from the focus groups included the creation of a regularly scheduled professional development activity to allow for reflective dialogue with other school building leaders on the attainment and implementation of learned knowledge and skills necessary for principals in the 21st century.

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
<p>NC Positive Behavior Support (PBS) Initiative (serving more than 700 schools in over 85% of the counties/local education agencies in the state) http://www.dpi.state.nc.us/positivebehavior/ Charlotte-Mecklenburg Schools (CMS) Positive Behavior Support (PBS) Initiative and Data-Based Decision Making Research Wake County Public Schools/Data-Based Decision Making Research</p>	<p>Rationale: North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.</p> <p>Priority: Improved academic and</p>	<p>professional development and evaluation support including collaboration with National Center on Positive Behavioral Interventions and Supports (www.pbis.org). Ongoing support for CMS PBS Charter including identification of linkages with OSEP Center on Positive Behavioral Interventions and Supports and NC Department of Public Instruction Positive Behavior</p>	<p>April 2009 – April 2010</p>	<p>111,000</p>	<p>Schools implementing PBS in NC increased.</p> <p>Office discipline referral data from schools implementing PBS compare favorably with national averages. Consistent decrease in suspensions across schools implementing PBS in NC.</p> <p>Levels of behavior risk evident in schools implementing PBS in NC were comparable to widely-accepted expectations and better than those evident in comparison schools not systematically implementing PBS. While achievement differences were not statistically significant across schools with different levels of implementation of PBS, effect sizes reflecting practical differences were large (.55 for reading and .98 for mathematics). Department of Public Instruction (DPI) staff members are developing statewide database to support evaluation procedures and</p>

	social outcomes for students	Support Initiative as well as ongoing professional development support. Ongoing technical assistance and evaluation support for federally-funded research project focused on improving decision-making practices of PBS teams in 22 elementary schools.			<p>practices initiated by and resulting from ongoing collaboration. Reports highlighting academic and social progress developed and disseminated as collaborative product http://education.uncc.edu/bric/gpreports.htm. Office discipline referral data from schools implementing PBS in CMS compare favorably with national averages. Levels of behavior risk evident in schools implementing PBS in CMS were comparable to widely-accepted expectations and better than those evident in comparison schools not systematically implementing PBS. Numbers of problems discussed by teams improved after participation in professional development focused on using data to make decisions. Statistically significant improvements were also indicated in foundations of effective team meetings and the critical decision-making processes related to identifying problems, developing predictive hypotheses, identifying appropriate interventions, developing action plans, and monitoring outcomes.</p> <p>Professional development related to data-based decision making will be integrated into statewide DPI Summer Institute activities.</p>
Charlotte-Mecklenburg Schools (CMS)	Learning to	1. (a) Interviews	June 2009 –	72 SAC	1. (a) Qualitative data analysis of

	<p>read is a new priority for students with significant intellectual disabilities. This is a research project that developed a reading curriculum for this population that went to scale in 72 Specialized Academic Curriculum (SAC) classrooms this year in CMS. Identifying factors that impact literacy development and scale up of a literacy curriculum will be useful in improving</p>	<p>with teachers, principals and district level personnel completed Nov. 2009, (b) online survey of special education teachers developed April 2010 to be conducted May 2010, (c) fidelity of administration data collected on 3 teachers each week between October 2009 and April 2010, (d) final testing of literacy skills of 16 students after three years of literacy instruction in May 2010. Report to be prepared by Fall 2010.</p> <p>2. (a) three video recordings of literacy instruction</p>	<p>June 2010</p>	<p>teachers, 4 district-level administrators, 4 school principals, approximately 35 students</p>	<p>interviews with teachers, principals and district level personnel completed Nov. 2009 used to create the survey to be administered in May 2011, (b) fidelity will be analyzed in conjunction with final testing of literacy instruction to prepare a manuscript reporting literacy skill growth after three years of literacy instruction by Fall 2010.</p> <p>2. Qualitative data analysis is ongoing to identify student, teacher and instructional factors that impact literacy development. Manuscript to prepared by Fall 2010. Interim findings indicate that challenging behaviors of students, consistent mode of student responding provided by teachers, teacher use of resources, use of systematic prompting strategy that matches student ability, and lesson structure impact student literacy instruction.</p>
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	<p>student literacy outcomes.</p> <p>1. Identify factors that impact scale up of a literacy curriculum for students with significant intellectual disabilities</p> <p>2. Identify, student, teacher and instructional factors that impact literacy development for students with significant intellectual disabilities</p>	<p>of 6 purposefully selected special education teachers completed between October 2009 and April 2010</p> <p>(b) teacher interviews following each video completed between October 2009 and April 2010,</p> <p>(c) final composite video and teacher interview completed in May 2010. Report to be prepared by Fall 2010.</p>			
Charlotte-Mecklenburg Schools (CMS), Achievement Zone	To improve teacher selection process To reduce	Identifying and using research based findings on effective teacher selection.	October 1, 2009 – April 30, 2010	11 principals/schools involved in which 9,062 students were	This collaboration involved sharing this research with all of the executive staff and principals in schools in the district’s achievement zone. Professional development was provided to principals

	<p>teacher turnover To improve school achievement</p> <p>Rationale: To enhance the level of staff stability by reducing teacher turnover in schools in the Achievement Zone of the Charlotte-Mecklenburg Schools</p>	<p>Identifying and using research based findings on teacher turnover</p> <p>Identifying research based findings that relate teacher retention to school improvement.</p>		enrolled	<p>on the research which linked the goals of this initiative to student achievement. It is expected that this collaborative initiative will lead to improved student achievement in the targeted schools.</p>
<p>Central Cabarrus High School, Cabarrus County Schools</p>	<p>To expand partnerships with schools and to build stronger community outreach through Profession Development School Partnership</p> <p>To Define</p>	<p>Our collective work embraces the resources and expertise of university, school-based professionals, and the broader community to meet the goals of the school improvement plan, university PDS and the College of</p>	<p>January 6, 2010</p> <p>June 11, 2010</p>	<p>7 administrators and university faculty</p>	<p>Funded UNC Charlotte PDS Grant for 2010-2011</p>

	<p>new directions for PDS program</p>	<p>Education, and national PDS standards. Specifically, have set forth five initiatives: Working Spanish Cultural Diversity and Global Issues Hispanic Community Outreach Para la Educación (HOPE) Cultural Responsive Workshops Social Studies Tutoring and Onsite Methods Course Strategic Clinical Placement for Secondary Teacher Candidates</p> <p>Continuation of a well established secondary PDS partnership and offer innovative interventions to</p>			
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		create more culturally responsive and academically supportive learning environments that embrace shared common goals of equitable, challenging, and attainable learning for all students.			
Central Cabarrus High School, Cabarrus County Schools	As an ongoing targeted initiative for professional growth of administrators and teachers, Central Cabarrus High School in collaboration with University strives to become more culturally responsive and to overcome language	Collaborative dialogues among university faculty in MDSK and TESL, CCHS teachers and administrators have led to the proposed project. We have targeted Dr. Spenser Salas, Cultural and Language Specialist, and Mrs. Tesoro Romos, a native Spanish speaker and linguist, for the development of a Working	April 12, 2010 through June 7, 2010	30 teachers and administrators	Improved Spanish language skills of all participations Increased communication with immigrant students and parents/guardians More culturally responsive curriculum and teaching

	<p>barriers in response to changing school and community demographics. Cabarrus County has experienced an influx of Spanish speaking immigrants which has directly affected school enrollment. Teachers and administrators are sensitive to the changes they are experiencing in their classes and have recognized their limited knowledge and skills in addressing diverse</p>	<p>Spanish Program. Collective input from all stakeholders have been used to frame the curriculum by addressing language acquisition, language specific to schools/education for communication with students and parents/guardians, cultural differences sensitive to the presentation of content, and global dynamics reshaping the school community. We have proposed a series of three semesters for the course delivery to provide sustained professional growth. Teachers will receive CEUs</p>			
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	<p>student needs. In spring 2010, a professional development workshop was conducted by Linguistic, TESL, and MDSK faculty to broaden teacher and administrators understanding of the cultural differences among immigrant populations and to develop intervention strategies to support the needs of these students. Teachers articulated their inabilities, even with recommend</p>	<p>for their participation. As the culminating experience, we are proposing a cultural emersion in Peru that would include home stays and visits to schools. PDS funding will be used to build the framework for this project and begin its implementation as well as jumpstart other initiatives for additional external funding. Develop of the program and its delivery are evidence of joint engaged work in collective interests through the development of learning community that supports multiple learners, promotes effective research-based practice,</p>			
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	<p>methods, to overcome language barriers; thus, we have collaboratively developed a program to improve teachers' knowledge of Spanish and to expand their knowledge of cultural diversity and global issues in contemporary society.</p>	<p>and exhibits a common shared professional vision of strategic change. Outcomes of the program will benefit not only the teachers and administrators directly involved, but will engender culturally responsive classrooms for immigrant students and visionary school environments for pre-service teachers.</p>			
<p>Wolf Meadow Elementary School Cabarrus County Public Schools</p>	<p>Set yearlong learning community goals</p> <p>Assess progress</p> <p>Rationale: Meeting with WES administrators</p>	<p>Set specific PD goals</p> <p>Assessed first round of PD and set goals for second visit</p> <p>Assessed second PD session and set</p>	<p>August 2009 – April 2010</p>	<p>3</p>	<p>Plan for Learning Community Implementation</p>

	<p>who had solicited help to fully implement the district-required Professional Learning Community process, was the precursor to actually working directly with teachers.</p> <p>Follow-up assessments and planning met continuous improvement process goals of PDSA process</p>	goals for final visit of the year			
Union County Schools	<p>Implementation of 1:1 laptop initiative was recently approved in Union County. Thus, it is critical to</p>	<p>Meet with county administration (laptop initiative implementers).</p> <p>Initial design of evaluation of changes in</p>	<p>March 30, 2010-June 6, 2011(ongoing)</p>	<p>2 UNCC faculty members 4-6 Union County district-level administrators</p>	<p>None to date. Studies currently being designed in collaboration with Union County administration.</p> <p>Initial data collection planned for late Spring 2010.</p> <p>Data collection planned to continue</p>

	<p>identify metrics to examine the effectiveness of this project.</p> <p>Evaluation of 1:1 laptop initiative pilot in Union County Schools.</p> <p>Development of evaluation plan for full implementation of 1:1 laptop initiative in Union County Schools.</p>	<p>teaching practice that have resulted from the 1:1 laptop initiative.</p> <p>Design of study to examine student perceptions of engagement since implementation of 1:1 laptop initiative.</p> <p>Design of study to examine teacher perceptions of changes in student engagement since implementation of 1:1 laptop initiative.</p> <p>Design of process for examining changes in student attendance and discipline since implementation of 1:1 laptop initiative.</p>		<p>6-10 middle/high-school teachers approx. 500-800 students</p>	<p>through Fall 2010.</p>
Watauga County Schools	Increase the knowledge and awareness	March 2009 – Provided in-service training to	March 2009 – June 2010	650	Principals and teachers determined whether or not to implement co-teaching in 2009-2010 school year.

	of principals with regard to inclusion and collaborative co-teaching.	principals and Central Office administration.			
Cabarrus County Schools Central Office and Pitts School Rd., R.Brown McAllister, Furr, Royal Oaks, Coltrane-Webb, Bethel, A.T. Allen Elementary Schools.	Sustained and expanded implementation of Response to Intervention (RtI) in all Cabarrus County elementary schools. Development of a district response to the significant unmet needs of students in the Logan Community. Rationale: Early, research based interventions for students performing below expectations	Pitts School Rd. consultation, training, and support in expansion to include math across all grade levels for 2008-2009 academic year R. Brown McAllister, Furr, Royal Oaks, Coltrane-Webb, Bethel, A.T. Allen consultation, training, and support in initial implementation of RtI in reading, math, and behavior across all grade levels for 2008-2009 academic year Cabarrus Schools/Logan Community	July 2009 – June 2010	District level Team: 8 principals and 11 specialist teachers Pitts Sch Rd. Team: 3 administrators, 5 teachers, and 4 specialists; R. Brown Team: 2 administrators, 4 teachers, 2 specialists Furr Team: 3 administrators, 6 teachers, 3 specialists; Royal oaks Team: 2 administrator	Pitts School Rd. is now fully implementing RtI reading, math, and positive behavior support in all classrooms. Pitts School reading scores in quarterly benchmark testing have risen by more than 21% from the pilot year (2007-2008) and are now the highest in the district. Pitts School referrals to special education are down by 33% since 2007-2008. R. Brown McAllister, Furr, and A.T. Allen are fully implementing RtI in reading and math at all grade levels. Final outcome data is not yet available. A draft of the Cabarrus Logan Initiative planning document was approved the School Board in September 2009 and one grant was submitted but not funded.

	and reduction of need for referrals to EC.	Initiative consultation, planning, and support in developing a strategy and writing grants to implement the initiative		s, 2 lead teachers, and 3 teachers; Bethel Team: 3 administrators, 3 specialists, and 5 teachers A.T. Allen Team: 2 administrators, 2 specialists, and 3 teachers	
Charlotte Mecklenburg Schools – Early Childhood Educator Professional Development Program (ECEPD Programs)	Provide continuous training for literacy coaches on topics related to both literacy content and literacy coaching for the purpose of supporting coaches as	Monthly meetings/workshops with literacy coaches Periodic planning meetings (at least once per semester) and ongoing planning conversations with program administrators	April 2009 – April 2010 (continuing since 2005)	21 literacy coaches 3 district administrators	Data on the literacy coaching initiatives has been collected, analyzed, and synthesized in a manuscript submitted for publication. An additional manuscript on this work is in progress. Intended outcomes include to increase the knowledge-base of literacy coaches on topics related to early literacy instruction and to increase the coaches’ abilities to implement effective coaching methods, including the delivery of relevant and ongoing literacy in-service programs for the teachers with whom they work. Two grant proposals to continue this work

	they provide professional development to early childhood teachers in order to improve early literacy instruction for students.				were submitted this past year; these were unfunded. Two additional grant proposals are in-progress: One to continue our work with early literacy coaches, and one to expand this work to coaching across the content areas.
Rockingham County Schools	The second year of a five year program in the prevention and treatment of childhood obesity: IMPACT Childhood Obesity with Donald Schumacher, M.D. Funding by the NC State School Board to the School System	Train the Trainers with the School principals for 25 K-12 Schools in Childhood Obesity with a focus of building content and methods for improving instruction and preventing and decreasing the BMI levels of teachers and students. Six additional training sessions and observations with trainers, principals, and central office staff took place.	March 2008 – ongoing	25 K-12 Schools	A major study is in process that is funded by the state. Thus far, principals have reported that students have shown a great sense of responsibility in making food choices and that attendance rates are up and drop outs down. The major outcome is that the principals and central office staff have worked with the teachers in setting up an experimental model for the next year of the study to establish formal transitions programs from middle school to high school and to establish a Freshman Academy (phase one) that focuses on acceleration. Plans have been made for year three to establish a Health and Wellness major, the first in NC.

<p>Kannapolis City Schools, Charlotte-Mecklenburg Schools</p>	<p>Grant Support: (1) Facilitate and manage the NC Quest grant designed to support elementary teachers' use of high-level mathematical tasks and questions about math understanding in their classroom. Student performance in mathematics was low. Facilitated and manage the NC Mathematics Science Partnership grant designed to support the implementation of Investigations,</p>	<p>(1,2) 60 hours of professional development during Summer, 2009. 24 hours of follow-up workshops during the 2009-2010 school year attended by both classroom teachers and their administrators. Support during grade level planning, through e-mail and during mathematics instruction. Administrators provided support to teachers during instructional planning Co-planned, co-taught and provided feedback to teachers about their mathematics instruction (3) Facilitated professional</p>	<p>June, 2009 to June, 2010</p>	<p>59 elementary school teachers 7 administrators</p>	<p>(1) Teachers were more willing to teach mathematics from an indirect instruction, problem solving orientation. Teachers used standards-based curriculum with a high level of fidelity. Teachers' use of high level questions during their mathematics teaching increased gradually. Impacts on student learning outcomes will not be available until Summer, 2010. Teachers used Investigations with a high level of fidelity and reported that student learning and students' understanding was improved compared to previous years. Teachers reported that they were enjoying teaching math more by using Investigations Teachers who were observed used a few high-level questions in lessons, but struggled to implement high level tasks without making the activity easier for students. Administrators reported having a greater understanding of what to look for during classroom observations Administrators reported feeling better prepared to support teachers during instructional planning. (2) Research on impact on teachers' beliefs, self-reported practices and student learning will not be available until Summer, 2010</p>
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	<p>a standards-based math curriculum. Student performance in mathematics was low.</p> <p>(2) Facilitated and manage the NC Mathematics Science Partnership grant designed to support the implementation of Investigations, a standards-based math curriculum. Student performance in mathematics was low.</p> <p>(3) Support technology integration in schools</p>	<p>development to teachers and administrators at Fred L Wilson Elementary School during Summer, 2009</p> <p>(4) Facilitated professional development to teachers at Shady Brook Elementary School during 2009-2010 year. Administrators attended the professional development sessions.</p>			<p>Co-teaching lessons in which I modeled posing high-level questions and facilitated discussions led to the most substantial teacher change. Administrators reported having a greater understanding of what to look for during classroom observations Administrators reported feeling better prepared to support teachers during instructional planning.</p> <p>(3) Co-planning lessons led to more teachers using standards-based math pedagogies, but teachers required intensive classroom support.</p> <p>(4) Some teachers are using technology-rich lessons that are also addressing higher-level thinking skills, such as WebQuests and online research projects. Teachers are using interactive whiteboards (Mimio) and other technology-rich activities daily in their classroom.</p>
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	<p>participating in the IMPACT technology grant. Student performance in all subjects was low.</p> <p>(4) Support mathematics instruction through 3 half-day workshops per grade level during the school year. Student performance in mathematics was low</p>				
Cabarrus County Schools	To develop a strategic planning process to establish goals, objectives, and action steps for the school district	Five teams consisting of school staff members, community representatives, parents, and higher education representatives were established	Fall 2008 – ongoing	30	Each team developed multiple goals and measurable objectives for the school system. The overall strategic plan was approved by the Cabarrus County Board of Education.

	for the next three years.	to determine goals, objectives and action steps in five focal areas.			
MSA faculty with Union County Public Schools	At the request of the Union County Public School system, we began to offer a distanced education MSA program through face-to-face instruction to help the school system “grow its own” new principals.	The three year (39-credit hour) program began the summer of 2008, and has proceeded with fewer courses at a time, based on strong feedback from previous two-year cohorts who said the pace was inappropriately intense.	Summer 2008 – ongoing	Multiple cohorts of 14-30	There were 14 students in the first cohort who have now completed two years of the three-year program with 100% retention and are now beginning their internship. A second cohort will begin in Fall 2010.
MSA faculty with Gaston County Public Schools	At the request of the Gaston County Public School system, we began to offer a distanced education MSA program through face-to-face	The three year (39-credit hour) program began the summer of 2007, and has proceeded with fewer courses at a time, based on strong feedback from previous two-year cohorts who said the pace	Summer 2007 – ongoing	Multiple cohorts of 11-30 Multiple cohorts of 11-30	The first cohort of students from this cohort graduated in May 2010. A new cohort will begin in Fall 2010.

	instruction to help the school system “grow its own” new principals.	was inappropriately intense.			
MSA faculty with Rowan County Public Schools	At the request of the Rowan County Public School system, we began to offer a distanced education MSA program through face-to-face instruction to help the school system “grow its own” new principals. Rowan County has partnered with 4 additional counties to offer this program.	The three year (39-credit hour) program was advertised this year and will begin in Fall 2010.	Spring 2010 – ongoing	New cohort of more than 20	The first cohort in this program will begin in Fall 2010.
Bishop-Spaugh Middle School, Charlotte-Mecklenburg Schools	UNC Charlotte	Met twice a month with the Principal,	Fall 2008 - ongoing	4 administrator	NC Teacher Working Conditions Survey, EOG State Testing Data 2009-2010

	<p>faculty worked as a Leadership Facilitator with the Principal with the foals of improving student achievement, school culture, and school climate</p>	<p>attended monthly Administrative Team Meetings, and attended periodic School Improvement Team meetings</p>		<p>s plus school leadership team</p>	<p>(TBD)</p>
<p>Rowan-Salisbury Schools – West Rowan Middle School</p>	<p>Priorities: Faculty worked as an advisor to a group of 6th grade teacher who are going to implement single gender classrooms on their team beginning with the 2010-11 school year. Faculty served as an advisor for the principal and teachers</p>	<p>Began training for teachers on best practices involving single gender, worked with principal do develop implementation plan, suggested resources for teachers, developed resources for principal (consent/assent forms for parents, tentative plan for sharing concept with parents,</p>	<p>August 2009 – ongoing</p>	<p>3 teachers, 1 principal, 75+ students</p>	<p>Anticipated outcomes: grouping 6th grade middle school students by gender and then using gender-specific strategies to teach the students will have a positive effect on academic achievement, discipline incidents, and social interactions. These determinations will be made during the program evaluation/data collection phase of the project, which will be ongoing during the 2010-11 school year.</p>

	<p>during this planning year and will serve as program evaluator during the implementation phase. The group is researching whether single gender groupings, paired with teaching strategies specific to single gender (male or female) can make a positive impact on student achievement – academically, socially, and behaviorally.</p> <p>Rationale: Historically, middle school is a fragile</p>	<p>reviewed federal regulations for single gender programs in public schools), meet every 6 weeks with teachers to discuss concerns, developed wiki for teachers to share ideas/concerns, attended Single Gender “Teacher to Teacher” conference, arranged visit for teachers and principal to Langston Charter School in SC to observe single gender classrooms in practice, established definitive plan for sharing information about single-gender with parents and students</p>			
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	<p>time for adolescents, particularly boys. Physical developmental changes are in flux, school is progressively becoming more difficult, and more responsibilities are typically given to children by adults in their lives. Consequently, the middle school experience becomes a critical time for adolescents. We want students to enjoy school, to feel comfortable there, and to view school</p>				
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	<p>as a place where they can be successful. Other states, particularly SC, have had significant success with single gender grouping in classrooms. The idea is that by grouping students for learning according to gender, especially during the middle school years, they can experience more success because they are in a learning environment with other individuals who are most</p>				
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	<p>like them. Extensive research into gender-based teaching strategies shows that boys and girls brains are developing at different rates, and that their interests diverge during middle school as well; therefore, certain teaching strategies are more successful with boys than girls, and vice versa.</p>				
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Support for Beginning Administrators

Faculty served as mentors to beginning principals who were identified by their district as most in need of additional development and ongoing mentoring. Faculty serving as university internship supervisors provided mentoring and individual professional growth to interns in Gaston County, Cabarrus County, Rowan County, and Kannapolis City Schools who received assistant principalships while completing their degree requirements. In addition, we provided support to a first year principal at Community Charter School. Faculty continued responding to requests of newly-appointed administrators for strategies to address areas such as external partnerships, new teaching standards, effective use of the Teacher Working Condition Survey results, prevention and treatment of childhood obesity, using data for decision-making, strategies for teacher support and retention, school improvement teams, and student performance.

Support for Career Administrators

When making on-site visits, faculty supervisors of interns often meet with school principals at the request of those principals. These supervisor-principal meetings become professional development opportunities for the principal and coaching sessions for the supervisor. Faculty provided specific professional development activities to principals that will enhance their knowledge of teacher empowerment, teacher recruitment, and teacher retention, survey data analysis, and school improvement team processes. One faculty member worked as Leadership Facilitator with the Principal with the goals of improving student achievement and school culture and climate. The same faculty member met twice a month with the principal and attended monthly Administrative Team Meetings and School Improvement Team Meetings. Another faculty member worked with several principals identified by their Regional Superintendent to improve teacher selection practices, to reduce teacher turnover, and to improve school achievement. This same faculty member shared research with all of the executive staff in the LEA and principals in schools in the achievement zone. Professional development was provided to principals on the research which linked the goals of this initiative to student achievement. Another faculty member met on a monthly basis with a principal, leadership team and school improvement team to assist in school planning and improvement. Faculty have conducted workshops and professional development for principals on topics such as 21st Century professionals, combating childhood obesity, early literacy instruction, using the PKK-TPAI instrument, and organizing a school for success around research and best practices.

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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	6
	Other		Other	
	Total	6	Total	9
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	2	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	21
	Other		Other	
	Total	15	Total	26
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	13
	Other	1	Other	
	Total	4	Total	23

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

Masters	
MEAN GPA	NA
MEAN MAT New Rubric	NA
MEAN MAT Traditional	4
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	24	0	2
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		6	1	1		
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded			1	9	1	2
G Licensure Only		4	1			
Comment or Explanation						

E. Scores of school administrators on the SLA.

2008 - 2009 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	31	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.
