

# **IHE Master's of School Administration Performance Report**

**UNC-Greensboro**

**2009 - 2010**

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

The Master's of School Administration Program at UNCG is a 42 semester hour program that merges graduate classroom preparation and field-based practicum experiences to provide students with the knowledge, skills, and dispositions that will help them be competent and effective building level administrators and school leaders who work toward school improvement and social transformation. The objectives of the MSA program are to offer a coherent preparation program to students who demonstrate the likelihood of being successful P-12 school administrators; initiate and test innovative program elements and build on successful program ideas; incorporate adult learning delivery strategies, such as problem-based learning, educational platforms and reflection, and case study methods; and incorporate ongoing clinical experiences, including a full year internship. Working collaboratively, faculty in the MSA program create opportunities for student learning that respond to the strengths, challenges, and experiences each student brings to his/her preparation as a prospective school principal. As they teach, supervise, and counsel students, MSA faculty provide a model of collaborative reflective practice, which students learn to understand and use in their classrooms and field-based experiences in the program. Students who complete the MSA meet licensure requirements for the "P" Certificate in School Administration. The program provides two options for students to complete the program (full-time and extended); the full-time option meets the unique requirements of the Principal Fellows Program. In 2009-2010, department faculty supervised administrative interns in Guilford, Alamance-Burlington, Randolph, Davidson, Winston-Salem/Forsyth, and Rockingham school districts.

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

A central feature of the MSA program is the integration of intellectual, social, and reflective inquiry to prepare school leaders who work toward a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation. Hallmark projects help achieve this macro objective. In 2009-10, the Department of Educational Leadership and Cultural Foundations (ELC) continued to develop online/distance education components for a number of courses to add to the department's menu of online options. The department continued to refine the capstone experience in which graduating students prepare and defend a portfolio of their work, including a reflective essay on their learning and experience in the MSA program. Requirements for the MSA program, including internships, are aligned with the standards of the

Educational Leadership Constituent Council (ELCC) and the North Carolina School Executive Standards.. In order to facilitate candidates' participation in MSA programs, ELC offered off-campus MSA and Ed.D. programs for Guilford County Schools (GCS) as well as an Ed.S/Ed.D program with the Alamance-Burlington School System (ABSS). An MSA cohort program began with the Alamance-Burlington Schools in Fall 2008, and students are graduating during 2009-2010. These cohorts were initiated in response to districts' requests. Working with districts in the eastern part of our catchment area, ELC developed the UNCG East site in Burlington at which courses toward the Ed.S./Ed.D. have been offered beginning in fall 2009.

## 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>UNCG/Guilford County School Partnership: The School of Education and Cultural Foundations with Guilford County Schools</p>	<p>The GCS-UNCG Partnership is designed to bring the expertise and resources of the school district and university together in a collaborative effort to improve the education of all students and the preparation of 21st century educational leaders, including teachers, administrators, and support personnel. The Partnership works toward simultaneous renewal and program improvement in the following areas: 1. Teacher education preparation 2. PK-12 student achievement 3. Research/knowledge development 4. Professional development for both the university and school district 5. Recruitment and retention of teachers and administrators</p>	<p>1. Regularly scheduled meetings of the Steering Committee were held. 2. Participated in the initial planning of a second professional development high school 3. A proposal for a school leadership project, with a request for \$4.8 million over 5 years, was submitted to the US Department of Education Office of Innovation.</p>	<p>2009-2010 academic year</p>	<p>Impact on UNCG professional education and GCS staff and students</p>	<p>1. The Dean and Associate Dean of the School of Education, the Superintendent of Guilford County Schools, and other faculty and administrators meet to discuss issues of mutual concern and growth, such as improvement of math and science education, support for beginning teachers, and preparation and support for alternative licensure 8 teachers. 2. School and university faculty began collaborative planning in spring 2010. 3. The USDOE Office of Innovations has not yet announced awards related to this proposal. *For additional information about this partnership, please see the Undergraduate/Master's SEC table.</p>

<p>Project Enrich: The School of Education &amp; Winston-Salem/Forsyth County Schools</p>	<p>The goals of Project Enrich include the implementation and evaluation of improved models for teacher preparation and leadership development.</p>	<p>The grant, awarded in April 2010, includes a residency program for graduate-level initial licensure candidates, cohort-based undergraduate initial licensure programs, and professional development in mentoring and leadership. As of June 2010, the first graduate cohort had been selected and had begun coursework. The partnership is actively planning the undergraduate placements and experiences, selecting coaches and clinical teachers, and identifying procedures for professional development.</p>	<p>April 1, 2010 through March 31, 2015</p>	<p>UNCG and WSFCS will be involved and impacted. Currently, 12 residents are enrolled in the program.</p>	<p>During the first two months of the grant period, residents were recruited, interviewed and enrolled in the first cohort. A number of meetings, including the first meeting of the steering committee, were held to develop detailed plans and procedures and to open clear paths of communication and collaboration. Professional development related to leadership will begin with workshops at the SOE Summer Institute for Future Ready Schools.</p>
<p>Off-Campus Administrator MSA, Ed.S. And Ed.D. Programs: The Department of Educational Leadership and Cultural Foundations with Alamance-</p>	<p>The goal of these partnerships is develop programs that are responsive to district needs and accessible to school administration candidates and school administrators in counties that, in most cases, are distant from campus.</p>	<p>The department offers off-campus /specialist/doctoral cohort in educational leadership and a master's level principals' cohort in Guilford County. The programs are preparing educators for</p>	<p>2006-present</p>	<p>57 administrators and school administration candidates</p>	<p>Eight ABSS administrators are participating in a doctoral cohort that began coursework in spring 2006, while 17 ABSS teachers began their MSA work in fall 2008. Seven GCS administrators are participating in a doctoral cohort and 25 candidates are participating or</p>

<p>Burlington School System (ABSS) Partnership And The School of Education with Guilford County Schools (GCS) Partnership</p>		<p>administrative positions in high poverty schools. A specialist/doctoral program was also offered in Alamance-Burlington School System, along with a master's cohort that began coursework in fall 2008. A second master's degree program began with courses offered in the district. Overall, the goal of these partnerships is to develop programs that are responsive to district needs to prepare and support administrators at accessible locations, and to provide the opportunity for strong cohort experiences, with close learning relationships among candidates and between faculty and candidates.</p>			<p>have completed master's-level coursework. Costs for the GCS cohorts are paid by the school district.</p>
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## **Support for Beginning Administrators**

A clinical faculty member was hired in 2006, part of whose responsibilities are to spearhead the implementation of a principal support network. She has done so through a partnership with the Guilford County Schools and by working with the Principal's Executive Program. A highly successful program to prepare assistant principals for the principalship began in 2007-2008 and continued in 2008-2009. The SOE and ELC offered the Educational Leadership Institute in summers 2004, 2005, 2006, and 2007 for 100 Piedmont Triad school administrators each year. In 2009, ELC joined with other departments and the Teachers Academy to offer the School of Education Summer Symposium for Future Ready Schools, which offered session titled Teaching School Law to Teachers. ELC faculty maintain regular contact with recent graduates and support their efforts in various ways as they become assistant principals and principals. Because of the shortage of educational administrators, many regional systems have turned to emergency licenses to fill positions. These administrators must become fully licensed within two years. As a result, they enter the MSA program and MSA faculty work with them simultaneously as students and beginning administrators. In order to facilitate candidates' enrolling in and completing Master's of School Administration programs, and thereby to assist in easing the administrator shortage, ELC has offered off-campus MSA programs for Guilford County Schools employees, off-campus MSA programs for the Alamance-Burlington School System (ABSS), and Ed.S/Ed.D. programs for both Guilford and Alamance-Burlington. The department has also implemented a licensure-only Post-Masters Program in administration for educators who plan to become principals after completing a graduate degree other than an MSA.

## **Support for Career Administrators**

As described in "Support for Beginning Administrators," a clinical faculty member was hired in 2006, part of whose responsibilities was to spearhead the implementation of the principal support network. She has done so through a partnership with the Guilford County Schools and by working with the Principal's Executive Program. The SOE and ELC offered the Educational Leadership Institute in summers 2004, 2005, 2006, and 2007 for 100 Piedmont Triad school administrators each year. In summer 2009, ELC joined with other departments and the Teachers Academy to offer the School of Education Summer Symposium Future Ready Schools, which offered session titled Teaching School Law to Teachers.. Department faculty also provided consultation and other services to schools including leadership development workshops, a professional development program for the Superintendent's cabinet, leadership coaching for principals, and a professional development for all assistant principals in Guilford County to prepare them for the principalship.

## 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	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	17
	Hispanic		Hispanic	
	White, Not Hispanic Origin	23	White, Not Hispanic Origin	21
	Other	1	Other	0
	<b>Total</b>	<b>30</b>	<b>Total</b>	<b>40</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	9
	Other		Other	1
	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>16</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	6
	Other		Other	
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>12</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	6
	Other		Other	1
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>12</b>

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

<b>Masters</b>	
MEAN GPA	3.45
MEAN MAT New Rubric	401
MEAN MAT Traditional	4
MEAN GRE New Rubric	NA
MEAN GRE Traditional	922
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	5	33	3	9
Comment or Explanation				

**D. Time from admission into School Administration program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded	15	16	1	2		
G Licensure Only	6	4				
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded			1	1		2
G Licensure Only	2					
Comment or Explanation						

**E. Scores of school administrators on the SLLA.**

	<b>2008 - 2009 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	27	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.

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