

IHE Master's of School Administration Performance Report

Wingate University

2009 - 2010

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

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
Cabarrus County Schools/Kannapolis City Schools	The Wingate University Master of Arts in School Administration K-12 Program was invited by the Cabarrus County Schools and Kannapolis City Schools senior administration to co-plan a partnership to prepare emerging leaders from their districts for the 21st Century school leadership. The partnership included setting the vision, mission, and action plan for course development, content and sequence, syllabi and class activities that meet the Cabarrus County Schools and Kannapolis City Schools plans for future administrative leadership in their respective school systems. The schools involved wanted, as a main priority, to streamline the principal induction process as well as provide a	Pre-planning, planning and implementation priorities for Cabarrus County/Kannapolis City Schools Principal Preparation Program: Fifteen meetings with Cabarrus County schools Assistant Superintendent of Instruction, Director Human Resources, Assistant Superintendent Planning Evaluation Innovation, Director Kannapolis City Schools, Dean Wingate School of Graduate and Adult Education, Director Wingate Graduate Education Programs. The meeting included the topics below: Development of scope and sequence for course of study for an innovative induction program in principal preparation with Cabarrus County schools executive staff, Kannapolis City schools, Wingate MASA Program. Emphasis is based specifically	August 2009 – May 2010	19	Nineteen individuals graduated in May 2010 with a Master of Arts in School Administration K-12. These individuals have been identified by the Cabarrus/Kannapolis administration as potential candidates of the principalship in their districts. The superintendents from both school systems expressed appreciation and satisfaction with the training program that was developed to meet the priorities for school leadership that had been developed. It was reported by senior staff from both school districts that members of their respective boards were pleased that this collaborative program was provided. The individuals that matriculated from the program are now in a priority position for filling vacancies in Assistant Principal positions in both school systems.

	<p>supportive pathway by these school systems for their emerging leaders using the North Carolina School Leadership for the 21st Century competencies as a template. The senior/executive leadership for Cabarrus County/Kannapolis City wanted an articulated school system/university plan that would, with agreed upon learning goals, providing articulated theoretical and implementation skills foundation within that reflected the cultural context of Cabarrus County/Kannapolis City schools and expectations for school leaders. Wingate worked extensively with Cabarrus County/Kannapolis City school executive personnel in the development and actualization of a course of study that met their expressed goals in a rigorous and relevant manner. Classes were held in a convenient location to Kannapolis City and Cabarrus County Schools personnel and</p>	<p>upon theory and especially application/clinical work, principal induction processes into the leadership cultures of at both LEA's. Review and revision of syllabi in context of Cabarrus County/Kannapolis City schools, North Carolina Standards for School Executives, Cabarrus County/Kannapolis City school executive staff and Wingate MASA staff. Cooperative identification of administration internship supervisor (former principal Cabarrus County schools) Identification of course instructors drawing from practicing Cabarrus County/Kannapolis City senior administration, Cabarrus County/Kannapolis City principals and Wingate MASA faculty. Assignment of class location – Cabarrus County/Kannapolis City schools School Board. Review of applicants/candidates from Cabarrus County, Kannapolis City schools by LEA's and Wingate School administration. Periodic evaluation of program effectiveness.</p>			
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	<p>students. A cohort experience was provided to enhance the cooperative induction process articulated by both LEA's. Program design and development was based upon integration of local (Cabarrus County/Kannapolis City), state and national standards.</p>				
<p>Stanly County Schools</p>	<p>The Superintendent of Stanly County Schools requested that a cooperative revisioning of the Stanly Safe Schools Plan occur for the 2008-2009 school year. The cooperative agreement included Stanly County Schools and Wingate University. The priority of this agreement was that the Stanly County District Safety Plan would be revamped. Additionally, the Superintendent of Schools expressed interest in having Wingate faculty work with the district to implement the assessment phase of the plan. The plan would affect all Stanly County schools and administration (Board, superintendent, associate superintendent, all principals). The Wingate</p>	<p>The kickoff of the events for the collaborative agreement started in July 2009 with a Wingate presentation update at the Stanly County administrative retreat by the staff of Wingate University. From that meeting, a series of recommendations and activities occurred starting with a chief's meeting with local law enforcement in the area. Further meeting with executive staff and principals resulted in the establishment of the specific roles of the School Administration at individual school sites for the complete spectrum administrative action directed to the safe resolution of school safety and emergency situations. Additional meetings were held with the Stanly County</p>	<p>July 2009 - May 2010</p>	<p>25 schools/10,000 students</p>	<p>As a result of the development of a district evacuation plan and training instrument, Stanly County now has a comprehensive safety, emergency, and evacuation plan. The collaboration has allowed the Stanly County Superintendent of Schools and the principals at each school site to have the ability to measure the capability for effective crisis response. Emergency evacuation simulations engaged all key stakeholders (fire, police, rescue). The newly adopted plans have engaged all appropriate community stakeholders (fire, police, safety, etc.) with a coordinated plan of action for emergency procedures at each school in Stanly County. All key</p>

	<p>University School of Graduate and Adult Education staff worked in collaboration with Stanly County to assist the district in all phases described above. The partnership with Stanly County Schools and Wingate University's Masters in School Administration continued in the 2009-2010 school year. The goal of creating a comprehensive practical safety and crisis plan for Stanly County schools was completed. Key members of the community engaged other than Stanly County Schools were local agencies (police, fire, rescue, emergency, etc.) All participated in the vetting of the program. Wingate staff assisted Stanly County Schools in the development, review, training and crisis simulation and evaluation efforts.</p>	<p>community emergency management teams (fire, rescue, police, etc.) to achieve full community engagement and plan A site safety emergency evaluation checklist was cooperatively developed by Wingate and Stanly County Schools personnel. Use of feedback and site evaluations were provided to principals and to the Stanly County Safety Committee. A recommendation was made for the establishment of surprise drills at various school sites. Drill schedules were set. Community agencies engaged in practice sessions. Wingate faculty worked collaboratively to create a rating sheet for evaluation purposes. Wingate staff were on hand when emergency simulations were performed. Wingate staff assisted in final evaluation of new plan effectiveness.</p>			<p>stakeholders have a better awareness of emergency procedures. Community agencies have access to the emergency plans for each school. Better coordination of procedures will occur as a result of this partnership.</p>
<p>Mooreville Graded School District</p>	<p>The Wingate University Masters in School Administration Program was invited by the Mooreville Schools Superintendent to</p>	<p>Pre-planning, planning and implementation priorities for Mooreville Graded School District Principal Preparation Program: Ten meetings with</p>	<p>August 2009 – May 2012</p>	<p>15</p>	<p>The program is in process now. Students are completing their courses now. Fifteen individuals will graduate in the Spring 2012 with a Masters in</p>

	<p>co-plan a partnership with the Wingate University Masters in School Administration to prepare emerging leaders from the Mooresville Graded School District for the 21st Century school leadership. This collaborative project involved the co-planning in vision and mission development, program and course development, content and sequence, syllabi and class activities in line with Mooresville Graded School district's vision for school executives in the 21st century. The Mooresville Superintendent wanted to enhance the principal induction process for his district. Mooresville Graded Schools is involved in a digital conversion and saw this partnership as a way to enhance the principal preparation for this 21st century approach in working with children. The senior/executive leadership for Mooresville Schools set up as a priority a school system/university plan that</p>	<p>Mooresville Graded School District Superintendent, President of Wingate University, Director of Instruction and Director of Planning Evaluation Innovation, Dean Wingate School of Graduate and Adult Education, Director Wingate Graduate Education Programs. The meetings included the following topics: Development of scope and sequence for course of study for an innovative induction program in principal preparation with Mooresville Schools executive staff and Wingate MASA Program Staff. Emphasis is based upon theory and especially application/clinical work, principal induction processes into the leadership cultures of at both LEA's. Review and revision of syllabi in context of Mooresville Graded School District , North Carolina Standards for School Executives, Mooresville school executive staff and Wingate MASA staff. Identification of course instructors drawing from practicing Mooresville Graded School senior</p>			<p>School Administration. These individuals have been identified by the Mooresville Administration as potential candidates of the principalship in their districts. These students will be given priority for school leadership positions (Assistant Principals and Central Office). The Superintendent of Schools has informed the Wingate faculty that Mooresville board members are aware of and pleased with this continuing partnership.</p>
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	<p>would, with agreed upon learning goals, provide the school system with future school leaders trained to have an articulated theoretical and implementation skills foundation that reflects the cultural context of Mooresville schools and expectations for school leaders. Wingate worked extensively with Mooresville school executive personnel in the development and actualization of a course of study that met their expressed priorities. Classes are held in a convenient location to Mooresville schools (Mooresville Intermediate). A cohort experience is provided to enhance the cooperative induction process. Program design and development is based upon meeting outcomes of local (Mooresville), state and national standards.</p>	<p>administration, Mooresville principals and Wingate MASA faculty. Assignment of class location – Mooresville Middle School/Wingate Matthews campus. Review of applicants/candidates from Mooresville schools and Wingate School administration. Implementation of course of study. On-going evaluation of program effectiveness.</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		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	4	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	41
	Other		Other	
	Total	18	Total	50
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	15
	Hispanic		Hispanic	
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	27
	Other		Other	1
	Total	18	Total	45

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

Masters	
MEAN GPA	3.39
MEAN MAT New Rubric	399
MEAN MAT Traditional	4
MEAN GRE New Rubric	NA
MEAN GRE Traditional	961
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	31	0	29
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				18	9	4
G Licensure Only		10	9	9	1	
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	73	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.
