

IHE Master's of School Administration Performance Report

East Carolina University

2010 - 2011

Overview of Master's of School Administration Program

The Department of Educational Leadership (LEED) has agreements with twelve local school districts to deliver the MSA program in the respective districts. These agreements and recruitment efforts are a result of a collaborative effort among the superintendents and/or their leadership teams in the respective districts. The chair of LEED met with superintendents individually and collectively throughout the 2010-2011 academic year to determine and assess ongoing leadership development needs. Thus, the result was the addition of two Master of School Administration (MSA) cohorts scheduled to begin summer 2011. Additionally, the review of current MSA cohorts was discussed to provide feedback on quality and effectiveness. The following narrative and chart represents current MSA cohorts. The Southeastern region cohort (21 candidates representing Onslow, Carteret, and Pender Counties respectively) and the Duplin County cohort (23 candidates representing Duplin, Lenoir, and Wayne Counties respectively) completed their program of study spring 2011. The northeastern region cohort (33 candidates representing Beaufort, Bertie, Craven, Chowan, Halifax, and Hertford Counties respectively) completed the first year of their program of study and have started their year-long internships as of May 9, 2011; this internship will continue through the 2011-2012 academic year. LEED faculty continue to support school leaders in the region through ECU's Rural Education Institute and Latham Clinical Schools Network, through the northeast RESA, southeast RESA, and by working directly with representatives of 18 school districts. LEED faculty members have provided support for school and district initiatives throughout and beyond the ECU service area.

Special Features of the Master's of School Administration Program

In response to the critical shortage of principals in North Carolina, the department has developed a principal add-on licensure program. Therefore, in addition to the 192 MSA candidates described above, 29 candidates have taken advantage of the add-on principal licensure program for a total of 221 candidates enrolled during the 2009-2010 academic year. The 29 students in the principal add-on license program represent the following: 10 students in the southeast region which includes Carteret, Craven, Jones, and Pamlico Counties respectively; 4 students in the southern region which includes Greene and Lenoir Counties respectively; 7 students in the northeastern region which includes Beaufort and Hertford Counties respectively; and 12 students in the central region which includes Edgecombe and Pitt Counties respectively. A special feature of the MSA program is the on-the-job learning that places teaching and learning at the core of the internship experience. Candidates begin the internship by analyzing their individual growth

needs through an assessment process created by faculty in cooperation with the National Association of Secondary School Principals. This process allows them to identify strengths and possible derailers or areas of concern. Once individual needs are assessed, candidates are directed to identify relevant components of the school improvement plans at their internship sites and to align their development needs with the schools' priorities. The supervising principal, in collaboration with the university supervisor, helps ensure that the intern has the opportunities to address all the ISLLC standards. The MSA program is accredited by the program's learned society, the Educational Leadership Constituent Council.

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
Onslow, Carteret, and Pender	Delivery of an off-campus MSA program to identify future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.	Summer 08 – Spring 11	21	Candidates completed 10 s.h. during SSII 10, Fall 10, and Spring 11.
Duplin, Lenoir, and Wayne	Delivery of an off-campus MSA program to identify future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	Summer 08 – Spring 11	23	Candidates completed 10 s.h. during SSII 10, Fall 10, and Spring 11.
Beaufort, Bertie, Craven,	Delivery of an off-campus MSA	Planning with superintendents and	Summer 09 –	33	Candidates completed 9

Chowan, Halifax, and Hertford	program to identify future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	Spring 12		s.h. during SSII 09, Fall 09, and Spring 10.
Wake County	Delivery of an off-campus MSA program to identify future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning, program development, and identification of cohort members with respective superintendents and/or leadership teams	Summer 09 – Spring 12	29	Candidates completed 12 s.h. during Fall 10, and Spring 11.

Support for Beginning Administrators

LEED faculty partnered with local school districts to provide a support and training model for assistant principals and new principals. This program included monthly meetings and special activities that focused on the developmental needs of assistant principals and new principals. Reflection and discussion sessions, tied to the participants' individual development needs, were linked with their school's improvement plans.

Support for Career Administrators

LEED faculty (4) worked individually, without pay, with career school administrators providing support to districts regarding leadership development efforts. • On line CEU modules - Teacher effectiveness • Northeastern North Carolina Administrator Professional Development: Teacher Evaluation Impacting Student Outcomes. Provide professional development (PD) to administrators in the Northeast region of North Carolina on the new North Carolina Teacher Evaluation Instrument. The outcomes of the work sessions equipped administrators with the skills so they may assist teachers in providing them with feedback on how they may improve their instruction to students. The training included 80 administrators from 17 school districts in northeastern North Carolina • Northeastern North Carolina Professional Development: Building Leadership Capacity Utilizing Student and other Data Sources. Provided professional development (PD) to administrators in the northeast region of North Carolina on data tools and other resources that may influence curriculum and instructional decisions in the classroom that

increase student academic achievement. The outcomes of the work sessions equipped administrators with the skills and resources so they may assist teachers in their PD on how they may improve their instruction to students. The training included 40 administrators from 17 school districts located in northeastern North Carolina • Northeastern North Carolina Professional Development: Building Leadership Capacity by Nurturing Professional Learning Communities. This initiative focuses on the development of leadership skills for administrators in northeastern North Carolina utilizing the framework of professional learning communities. Administrators from school districts in northeastern North Carolina engaged in this initiative to gain an understanding on how to better focus their respective school district on the vision and mission of increasing student academic achievement. This professional development involved 42 career administrators in school districts in northeastern North Carolina.

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	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	19
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	57
	Other	1	Other	
	Total	34	Total	77
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		White, Not Hispanic Origin	1
	Other		Other	
	Total		Total	2
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	27
	Hispanic		Hispanic	
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	62
	Other	1	Other	2
	Total	25	Total	91
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	18
	Other		Other	1
	Total	4	Total	20

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

Masters	
MEAN GPA	3.15
MEAN MAT New Rubric	401
MEAN MAT Traditional	48
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	953
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* 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	50	33		12
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		24	3	21	1	
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		4	2	22	4	5
G Licensure Only		2	10			
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2009 - 2010 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	73	97
* 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.
