

IHE Master's of School Administration Performance Report

NC State University

2010 - 2011

Overview of Master's of School Administration Program

The Master of School Administration (MSA) program was re-instituted by the North Carolina state legislature in October 1998. The program has graduated close to 600 students in the ensuing nine years. Graduates of the program are currently school administrators in public schools throughout North Carolina, most as assistant principals and principals, with some in central offices as assistant superintendents and program directors. The MSA program has approximately 128 students currently enrolled. All students complete the program in two years. Eighty-one students are participating in the program as extension/distance education cohort members. Three cohorts are located in Wake County, and three cohorts are located in rural areas where courses are offered for participants from Wake, Durham, Johnston, Warren, Franklin, Granville, Vance, Harnett, Nash, Rocky Mount, Wilson, Edgecombe, Halifax, Weldon City, Roanoke Rapids, North Hampton, and Sampson County. This program is designed to address the standards presented by relevant accrediting bodies and the mission of the Educational Leadership and Policy Studies faculty. Program objectives are aligned with the standards of the National Council for the Accreditation of Teacher Education (NCATE), the North Carolina Standards for School Executives (NCSSE), the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Educational Leadership Constituent Council Standards (ELCCS), and the principles of the NC State Professional Education Conceptual Framework (LEAD/SERVE). Graduates of the program are prepared to assume positions of effective leadership in schools and school districts. The program is designed to improve the quality of K-12 schools by preparing leaders who have the knowledge and skills to achieve educational excellence and equity. Graduates are expected to use leadership strategies to improve student performance in environments that are dynamic, interactive, and culturally diverse. The Master of School Administration program consists of 42 semester credit hours, 18 semester hours of which are dedicated to a building level internship that spans the entire 2-year program. Students learn about leadership theory and how to apply the theory in the classroom and then immediately apply this practice to the field. Each course requires a single artifact that allows the student to engage in the application of leadership theory and present evidence of that skill. Interns visit the NC State campus for seminars and classes throughout the yearlong clinical experience. They are provided opportunities to apply principles, knowledge, skills, and practices acquired during formal coursework under the mentorship and supervision of successful, credentialed public school administrators and the program's University faculty who visit the interns on site on a regular basis. In offering this program to students from 16 counties, assistance was provided by highly qualified adjunct faculty such as Dr. William C. Harrison, past Superintendent of the Cumberland County Schools and Chair of

the State Board of Education, in addition to highly qualified district administrators from neighboring counties in our service area.

Special Features of the Master's of School Administration Program

The Master of School Administration program combines rigorous academic coursework, extensive practicum opportunities and focused enrichment and training opportunities. Students engage in extensive case-study situations and problem-based analysis of contemporary educational issues. The two-year embedded and contiguous internship requires extensive on-site participation in administrative roles within K-12 schools with successful, credentialed school administrators. Interns also participate in seminars at the different internship locations for presentations such as application of technology, strategies of instructional performance appraisals, managing instructional technologies, continuous quality improvement, and data-based decision making. Further, students visit the University campus on a monthly basis to participate in collaborative seminars with practicing administrators and superintendents. In addition to the regular off-campus cohorts, this year we were invited by DPI to develop the Northeast Regional Leadership Academy. We designed a leadership licensure and training program for rural, high-need district leadership training. Two School Executive Roundtables were provided; one for principals and one for superintendents, that brought school leaders together to discuss current issues and their implication on leading schools to excellence. The roundtable brings experienced school leaders to prospective principals to provide a better understanding of the components of leadership and apply and evaluate effective strategies in the school environment. Several other events provided an enriched educational experience and are specified on the SEC table at the end of this report.

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 |
|--|--|--|--|--|--|
| Wake, Durham, Johnston, Warren, Franklin, Granville, Vance, Harnett, Nash, Rocky Mount, Wilson, Edgecombe, Halifax, Weldon City, Roanoke Rapids, North | Leadership training and developing leadership strategies; transition into a principal position | Principal and Superintendent Leadership Roundtable programs designed as professional learning opportunities on leadership issues for LEA personnel. Speakers included former principals and NCSU MSA | On-going Each cohort in a two-year program | Current Participants by *Cohort: Wake = 21 Southern = 11 Northern = 23 Northeast = 26 Campus = 47 Total - 128 *Cohorts involve multiple county and | LEA personnel have a better understanding of the components of leadership and are able to apply and evaluate effective strategies in the school environment. They also |

| | | | | | |
|--|--|--|-----------|---|---|
| Hampton, and Sampson County | | graduates. The superintendent seminar included superintendents from multiple counties. | | city districts | learned about the challenges to transitioning into a leadership position. |
| Halifax, Weldon City, Warren, Roanoke Rapids, Northampton, Bertie, Hertford, Edgecombe, Franklin, Granville, Martin, Nash-Rocky Mount, Vance, and Washington | Leadership training and developing leadership strategies | Northeast Leadership Academy (NELA) was started. | Sept 2010 | 26 Participants *Cohorts involve multiple county and city districts | LEA personnel have a better understanding of the components of leadership and are able to apply and evaluate effective strategies in the school environment. They also learned about the challenges to transitioning into a leadership position. The NELA program is part of the state RTTT grant and prepares leaders specifically to serve in high-need, rural, minority, and impoverished districts. |
| Durham, Warren, Franklin, Granville, Vance, Johnston, Harnett, Nash, Rocky Mount, Wilson, Edgecombe, Halifax, | Leadership Evaluation | LPAHE faculty addressed the NC Executive Leader Standards on effective evaluation and assessment methods | Dec 2010 | Participants by *Cohort: Wake = 13 Southern = 11 Northern = 17 Northeast = 14 Campus = 10 Total - 65 *Cohorts involve multiple | The ability to understand and better implement various evaluation and assessment tools in their future school. |

| | | | | | |
|---|---|---|--|---|--|
| Weldon City, Roanoke Rapids Sampson | | | | county and city districts | |
| Halifax, Weldon City, Roanoke Rapids, Northampton, Warren, Bertie, and Hertford | Innovative leadership training and professional development | Innovation Leaders Academy (ILA) Three, day-long ILAs at the Friday Institute provided professional development, organizational analysis, coaching and recommendations for districtwide improvement were held for district teams of superintendents, assistant principals, principals, and teachers. The purpose of the Innovation Leaders Academy (ILA) is to engage in collaborative, innovative team leadership training and professional development at The Friday Institute. | July 2010 Nov 2010 May 2011 | Weldon City - 10 Roanoke Rapids -10 Northampton -10 Bertie-10 Total - 40 | Students better understand and can apply the use of technology to improve student achievement, how to develop effective Professional Development plans, and understand equity and diversity purposes for the use of student assignment methods to balance SES in a district for the purpose of enhancing student achievement |

Support for Beginning Administrators

New administrators frequently visit the University campus and participate in regularly scheduled seminars that include career administrators and superintendents. These seminars provide a setting for discussing and sharing relevant and useful information for all involved parties. An electronic database is in operation allowing the University faculty to remain in contact with new administrators and to continue in dialogue. Through this connection, new administrators are able to broaden their awareness of new developments and learn about recent developments in school leadership. The Educational Leadership Roundtable Forums continues to remain a popular venue for new administrators to share information and listen to experienced administrators in a learning environment. Questionnaires and written correspondence are presented to recent graduates of the Master of School Administration program to obtain feedback and to identify subject areas that

need to be addressed in future forums. All NC State graduates who serve in administrative positions for at least one year, receive a survey for the purpose of evaluating the effectiveness of our MSA program. As part of the survey they are asked about needs for on-going support from the institution.

Support for Career Administrators

Opportunities for career administrators to participate in forums and lectures on campus are a powerful technique not only to share information but also to include them in the program. We also employ up to 12 adjunct faculty each term who are graduates of our program. This allows them the opportunity to continue their own learning and participate as full faculty members in program revisioning processes. Communication is maintained through periodic mailings and electronic connections. On an individual basis, visits by school administrators and faculty were made to over 60 schools throughout North Carolina on a recurring schedule. These visits are designed to provide support on a consistent basis for beginning administrators and recent graduates and to maintain strong connections with career administrators. In addition, we continue to provide an on-line module training program that familiarizes administrators and potential future intern mentors with our program as well as mentor/coaching training and an assessment to measure completion and comprehension. Ten career administrators are invited to participate as members of an on-going cross-functional advisory team for the MSA program. This group meets on campus 3-4 times per year and provides program information, opportunities for administrators to not only influence what we do in the program, but link them with resources that we have to offer.

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 | 1 | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | 6 | Black, Not Hispanic Origin | 25 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 22 | White, Not Hispanic Origin | 43 |
| | Other | 2 | Other | 3 |
| | Total | 33 | Total | 72 |
| 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 | | Total | |
| 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 | 4 |
| | White, Not Hispanic Origin | 29 | White, Not Hispanic Origin | 48 |
| | Other | | Other | 2 |
| | Total | 32 | Total | 81 |
| 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 | | Total | |

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

| Masters | |
|---|-------|
| MEAN GPA | N/A |
| MEAN MAT New Rubric | 407 |
| MEAN MAT Traditional | 40 |
| MEAN GRE New Rubric | 4.22 |
| MEAN GRE Traditional | 1,040 |
| 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 | 56 | | | |
| 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 | | 9 | | | | |
| G Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Masters-First Awarded | | 5 | 3 | 38 | 1 | |
| G Licensure Only | | | | | | |
| 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 | 48 | 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.
