

IHE Master's of School Administration Performance Report

UNC-Chapel Hill

2010 - 2011

Overview of Master's of School Administration Program

The MSA (Master of School Admin) prepares individuals to lead schools & other educational orgs. It includes 3 dimensions: (1) awareness (acquiring concepts, information, definitions, & procedures); (2) understanding (interpreting knowledge to school environments, integrating concepts with practice, & using knowledge & skills in context; & (3) capability (applying knowledge & skills to specific problems of practice). The focus of study is the school site. The program prepares admins for elem, middle & secondary school leadership positions with an emphasis on the principalship. The program is newly approved under the revisioning guidelines of DPI & sanctioned by UNC General Admin as well. It also models an exemplary approach to professional prep for ed leadership. The On-Camp MSA requires 42 credits hrs of study (45 for Principal Fellowship recipients) that include 30 hrs in the major (with a concentration in curriculum & instruction, curriculum alignment, & clinical supervision) & 12 hours in a field-based internship & internship seminar. Full-time students complete 5 courses/15 hrs of course work per sem in the first academic year. Of the 10 first-year courses, 7 are portfolio-related under the revised MSA. In Year 2, students complete a comprehensive, structured internship & a yearlong seminar that integrates these internship experiences. The Off-Camp MSA Program accommodates practicing educators who cannot or do not want to stop working to pursue their professional goal of becoming school-site admins. The Off-Camp MSA includes the same courses as its on-campus counterpart & is typically staffed by the same professors as the on-campus program. It is scheduled around students' regular work commitments to facilitate their attendance & engagement. It also utilizes face-to-face sessions at locations convenient to the students' regular work places & a variety of distance ed activities (using Blackboard or Sakai) that students access from their homes or from the schools where work. The cohort-based Off-Camp Program takes 5 sems to complete. There are currently 3 operational off-campus cohorts: 2 are in Durham Co & the 3rd is home-based in Chatham Co. The next cohort, scheduled to begin in Jan 2012, will be facilitated in Person Co as a result of a recent agreement with Supt. Dr. Cartner. There are approx 75 educators in the MSA cohorts from Durham, Orange, Nash-Rocky Mount, Forsyth, Wake, Alamance-Burlington, Chapel Hill-Carrboro, Cumberland, Weldon City, Lexington City, Vance, Warren, Granville, Franklin, & Guilford cos. The MSA & Ed Leadership completed, in coop with DPI & the SBE, the MSA revisioning process that substantively altered the way the progs are offered. Several course adjustments were made to increase emphasis in such areas as prof learning communities, analysis & interp of datasets, teach retention research & practices, teach working condition surveys, teach/parent/community empowerment strats, & practical applications assoc with the NC Exec Standards. A revised doc, complete w/the aligned standards of accrediting agencies, national orgs, & the NC State BOE, plus syllabi, internal

assessment procedures, & direct links to the new NC Standards was approved by DPI & GA. The cohorts admitted in Fall 2010 are matriculating under the new program.

Special Features of the Master's of School Administration Program

The MSA Program's COMMITMENT TO DIVERSITY is demonstrated by its student enrollment: 30% of students are African-Americans; 66% are female. The full-time MSA faculty is 37% African-American and 50% female. The MSA Program emphasizes leadership for EQUITY, SOCIAL JUSTICE AND ACADEMIC EXCELLENCE. The faculty believes that school leaders must be proficient in a wide variety of technical skills and tasks, with priority placed on building democratic learning communities that support social justice. A special feature of the on campus MSA Program is the 2nd year, full-time, 10-month INTERNSHIP, usually completed as an AP. The internship is a comprehensive & well supervised experience where students integrate their knowledge & applied skills for the promotion of positive educational practices. On campus students are present at the internship site 4 days per week. On the fifth day, interns participate in a yearlong reflective seminar complementing the field activity. Off-campus students with full-time internships have a similar schedule, while part-time interns meet on a regular basis for their internship seminar. All internship supervisors meet stringent criteria: first, they possess terminal degrees; second, all supervisors have previous school and/or district level executive experience; third, all supervisors meet face-to-face with interns and their principal mentors a minimum of 3 times per semester to assess progress; fourth, all interns are required to deeply embed the pursuit of social justice and equity that is rooted in improvement in academic achievement by marginalized/at-risk students. The MSA Program is COHORT-BASED, with each cohort completing the program together over the course of two years (or, in the off-campus program, two-and-a-half years). During the 1st year, in addition to courses, students receive professional development. During the 2nd year, the cohort attends class together one day per week at different schools. Since the cohorts are small, students & faculty get to know each other personally. Faculty are involved in the students' careers, building networks & supporting them. UNC-CH is an active participant in the PRINCIPAL FELLOWS' PROGRAM. A recent USWNR graduate school ranking in Ed Admin names UNC's program as the 14th best in the nation from among the 565 public & private universities that offer these degrees nationwide. The UNC-Chapel Hill program is the only ranked program in the state (public or private) & only one of two in the southern US. UNC-CH was tied in being ranked FIRST by school superintendents for the effectiveness of leadership demonstrated by program graduates. Additionally, all 1st yr courses incorporate field-based projects requiring students to spend significant time in NC public schools, addressing unique challenges (e.g., teacher recruitment & retention projects, several full-day shadows of school executives, interviews of human resource and financial personnel, visits to technology-rich schools, field trips to a wide variety of family/social service based organizations in order to integrate services for the "whole" child). Many classes employ a significant degree of work with faculty authored case studies that speak quite directly to real, ongoing executive challenges in NC schools.

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>MINORITY ACHIEVEMENT INITIATIVES: Alamance-Burlington, Chapel Hill-Carrboro City Schools, Chatham County, Durham County, Franklin County, Hoke County, Maureen Joy Charter, Moore County, Orange County, Rowan County, Wake County, Winston-Salem/Forsythe</p>	<p>1) Minority achievement through focus group and feedback to learning communities</p>	<p>All interns are required to develop and apply a project at their school site relating to closing the achievement gap via instructional improvements, increased enrollments in advanced classes, diversity training, intercultural experiences, cultural audits, etc.</p>	<p>July 2010-May 2011 (~25 full-time @ 40+ hrs./week; 8 @ ~10-12 hrs./week</p>	<p>36 interns; student population of served schools= ~25,000</p>	<p>All interns developed and applied a project at their school site relating to an increase in social justice and equity. Applied project samples were related to: 1) closing the achievement gap; 2) instructional improvements/clinical supervision (100%); 3) increased enrollments in advanced classes, 4) diversity training, 5) multi/intercultural programming, 6) cultural audits.</p>
<p>ORGANIZATIONAL RELATIONSHIPS PROFESSIONAL DEVELOPMENT (ongoing): (County representation information available as attendance was</p>	<p>(1) Preparation of 21st century professionals in regard to understanding of organizational relationships for</p>	<p>Formal collaboration with the NC Teacher Assistants' Association resulted in two major presentations attended by 88 TAs on organizational/human</p>	<p>March 2011</p>	<p>2 sessions @ 44 = 88 TAs served (enrollment maximums were reached). Participants came from 31 different NC school districts.</p>	<p>The North Carolina Association of Teacher Assistants feedback indicates that classroom problem-solving skills have increased as a result of MSA faculty</p>

recorded by the NCATA). 31 different school districts sent participants.	teaching assistants. (2) Innovation in public schools through increased understanding of classroom-based problem solving resulting in improvement of instructional effectiveness	relationships and problem-solving in classroom settings. The North Carolina Association of Teacher Assistants, for the fourth consecutive year, continued its emphasis on classroom-based problem-solving for TAs.			involvement in the TA sessions provided.
CLINICAL SUPERVISION: TPAI; SYSTEMATIC DATA GATHERING: Alamance-Burlington, Chapel Hill-Carrboro City Schools, Chatham County, Durham County, Franklin County, Hoke County, Maureen Joy Charter, Moore County, Orange County, Rowan County, Wake County, Winston-Salem/Forsythe	(1) Innovation in public schools through increased understanding of classroom-based problem solving resulting in improvement of instructional effectiveness	All interns conduct 20-50 observations per year, systematically gathering specific, observable, measurable data based on preconference focus areas, and then use these data for extensive post-conference discussion, interpretation, and decisions that contribute to improved student achievement.	July 2019 - May 2011	33 interns ~1000 observations ~200 faculty observed	Provides for increased teacher capacity in instruction, reduction in achievement gap, increases emphasis on 21st Century skills. Facilitates principal mentor dedication to complementary personnel challenges that might not be otherwise effectively addressed.
MSA REVISIONING:	(1) Preparation	Each school district provides	August 2010-June 2011;	Student population of	The revised MSA program

<p>Formal partnership with Alamance-Burlington, Chapel Hill-Carrboro, Durham County, Orange County; informally with any county in which an intern will serve in 2011-2012 and beyond.</p>	<p>of 21st century professionals in regard to understanding of organizational change and leadership for new principals. (2) Governance and support by 21st century systems through technology implementation as related to student achievement.</p>	<p>an ongoing representative/liaison to the MSA program for the purpose of revising the MSA to accommodate the new NC Executive Standards and the continued promotion of environments and school cultures that are more receptive to 21st Century Learning.</p>	<p>ongoing public school partner meetings in future: minimum 4/yr.</p>	<p>these districts exceeds 110,000.</p>	<p>was effective with all cohorts that began study in the fall 2010 or beyond.</p>
<p>RESEARCH TRIANGLE SCHOOLS PARTNERSHIP : Orange County Schools</p>	<p>(1) <i>Governance by 21st century systems</i> through consultation and revision assistance.</p>	<p>An MSA faculty member is on the steering committee of the RTSP.</p>	<p>2010-2011 ongoing</p>	<p>~8500 students 2000 employees</p>	<p>RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP). Principals and assistant principals served on the Coordinating Teams of the seven RTSP projects this year, participating in planning meetings and gaining ideas from one another as well as from</p>

					other members of the Coordinating Teams on ways to strengthen these projects in particular and their schools more broadly
SITE-BASED ORGANIZATIONAL PROFESSIONAL DEVELOPMENT SESSIONS: Alamance-Burlington, Chapel Hill-Carrboro City Schools, Chatham County, Durham County, Franklin County, Hoke County, Maureen Joy Charter, Moore County, Orange County, Rowan County, Wake County, Winston-Salem/Forsythe	(1) <i>Preparation of 21st century professionals</i> through review and revision of organizational norms and practices.	UNC MSA faculty provide formal training to all site-based internship mentors. Over the course of a year, development sessions are held a minimum of six times with the university professor, the administrative intern and the mentor to discuss intern and organizational issues.	July 2019 - May 2011	33 interns ~25,000 students attend affected schools ; greater than 50% of schools are Title I/otherwise disadvantaged.	Formal and informal feedback from mentors and students indicate the success of these site-based sessions. Growth is seen not only in the student but in the mentor and his/her administrative leadership style. Anecdotal feedback as well as focus group information obtained conducted accreditation visits indicates positive results for schools and learning communities as a result.
TECHNOLOGY INITIATIVE (ongoing): Orange County	(1) Governance and support by 21st century systems through technology implementation as related to	For the Technology Plan, MSA faculty continue to provide input. One three-hour session relating to technology planning and the use of technology as a	Ongoing; ~6 sessions/meetings @ 3 hrs. = 18 hours	8000 computers 10,000 students and faculty	MSA faculty continue to collaborate with Orange County Schools in the area of technology and its uses for the improvement of instruction. Orange is highly

	student achievement.	means of improving student achievement in Orange County schools (in conjunction with Orange County Director of Media & Technology and the “MSA Problems in Educational Administration II” class).			regarded for its technology and its emphasis on the use of technology for this purpose.
PREPARATION OF 21ST CENTURY PROFESSIONALS Chatham County Durham County Person County	(1) <i>Preparation of 21st century professionals</i> in regard to understanding of organizational change and leadership for new principals.	The MSA program has formal written agreements with these counties to operate MSA programming in those school districts. The MSA program specifically discusses in advance with central office personnel and utilizes situations that mirror the reality of the specific school district issues and challenges.	2010-2011 ongoing	UNC MSA alumni are in ~20 DPS schools...serving ~26,000 students	New assistant principals/principals indicate that their instructional and organizational effectiveness and leadership development have been significantly shaped and have contributed to school-based instructional and managerial improvements, as well as the overall effectiveness of their schools.

Support for Beginning Administrators

The cohort-based structure of both the On- & Off-campus MSA Programs provides a NETWORK OF PROFESSIONAL SUPPORT that assists fledging admins as they begin their careers. MSA faculty work closely with them as they seek their first admin positions. This informal counseling often continues after the initial placement, as MSA faculty informally serve as mentors during the early career stages. The public school mentors, who worked with MSA interns, also provide support as the grads begin their careers. The MSA provides further support to beginning admins by requiring them to work in community agencies during their MSA study, (e.g., serving homeless/transient persons, the ELL population, children with special needs, housing programs such as Habitat for Humanity, etc). After these students have graduated & are beginning admins in schools, they are familiar with these agencies & can call on them to assist students & families in their schools. The SOE also continues to distribute two resources that were produced in 2006-2007—an educators' handbook on CD & a parent guide to NC's public school procedures & requirements in Spanish – which new admins refer to widely & distribute appropriately in their schools. The MSA also maintains LISTSERVS for all its grads, providing them with an opportunity to remain connected to the faculty & to one another. Assistance to beginning school admins was provided this year when one of our MSA faculty provided TECHNICAL ASSISTANCE to the Wake Leadership Academy of Wake County Schools. Other forms of support for beginning admins are provided through our RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP). Principals & asst principals served on the Coordinating Teams of the 7 RTSP projects this year, participating in planning meetings & gaining ideas from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular & their schools more broadly. The revised MSA program projects that significant additional strides will be made in future years as we associate with the SOE's initiative entitled "Recharge & Reconnect," whereby we will invite alumni in more formal settings to speak with us about their experiences as new admins. This is a component of the new strategic plan under the direction of Dean McDiarmid. Further, we have formed a diverse public school network/task force that has been of significant assistance to us in making adjustments in the MSA to more directly provide needed services to school districts. This task force of seven individuals represents principals & central office personnel who assisted in providing guidance to us (& continue to do so) in envisioning the new MSA program with an eye towards more direct application of candidate work in focused areas of need. These identified areas are based on factors that the task force sees as prevalent needs from their perspective in schools & districts on a daily basis.

Support for Career Administrators

The Ed.D. faculty support career administrators by arranging the ED.D. PROGRAM with many evening classes so that career administrators who wish to do so can pursue doctoral study on a part-time basis while continuing their careers. The MSA faculty members work closely with experienced administrators as they PLACE MSA STUDENTS in their internships. This interaction prompts many career administrators to reflect on their own careers and consider pursuing further study. Others grow professionally by continuing to serve as mentors to aspiring interns through the years. As part of the mentor role, career administrators receive training at orientation sessions each year. This year, 150 people attended the formal MSA orientation, including career administrators, mentors, beginning interns, graduating interns, faculty members

and other colleagues. Another form of support for career school administrators occurs as the MSA Program hires practitioners to serve as ADJUNCT FACULTY and teach courses in the MSA Program. This year, practitioners from Duke University, Chatham County, Durham Public, NC Department of Public Instruction, and Wake County Schools taught courses or supervised interns in the MSA Program. This not only provides a balanced perspective for students but it also aids these career administrators in their own development as well as building a network of support for the students when they subsequently become administrators throughout the districts. The MSA faculty also provides in-service PROFESSIONAL DEVELOPMENT to career administrators in a variety of settings, including presentations at State Principals' Executive Program, the State ASSET Project of the Center for School Leadership Development and the Principal Fellows Program. LEARN NC, our Internet-based network of resources for NC educators, further supports career administrators by presenting workshops in conjunction with the Principals Executive Program at the Center for School Leadership as well as other conferences in which career school administrators participate. Our School also supports career administrators through several LECTURE SERIES. As part of the revised MSA program, we plan a RECHARGE AND RECONNECT SERIES that will become effective with the first cohorts that graduate under the revised MSA programs. The Recharge and Reconnect sessions bring back to our campus alumni for the specific purpose of engaging them in program growth possibilities and assisting them with problems of current practice.

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	3
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	17
	Hispanic	2	Hispanic	
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	21
	Other		Other	1
	Total	23	Total	42
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	7
	Other		Other	
	Total	3	Total	13
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	10
	Other	1	Other	
	Total	14	Total	16
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	2
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	5
	Other		Other	
	Total	2	Total	9

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

Masters	
MEAN GPA	3.12
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
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	35	7	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		10	4			
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		1	27			
G Licensure Only		2				
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	37	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.
