

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

**UNC-Charlotte**

**2010 - 2011**

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

The MSA Program seeks educators who want to take the lead in transforming schools into exciting and challenging environments that provide success for every student every day. Throughout the program, candidates are engaged in a revised standards-based curriculum (North Carolina Standards for School Administration and the Interstate School Leaders Licensure Consortium standards). Course content is crafted to insure that knowledge and theory are clearly connected to the realities of practice. The program emphasizes: (1) acquisition of knowledge, understanding, skills, and dispositions necessary for visionary principals and assistant principals; (2) advancement of personal and educational platforms that embody an ethical and moral commitment to diversity and equity; (3) attainment of organizational process skills that support transforming educational structures and programs that will promote universal student proficiency; and (4) productive application of content knowledge and theory to the problems of practice through an intensive year-long clinical internship. The program continues to create on-line courses to better serve busy professional educators. Currently, four of the 13 courses in the program are either fully or partially on-line. The program offers three on-site distance education cohorts in the Southwest Education Alliance service area, specifically in Gaston, Union and Rowan Counties. Seventy-six students are currently enrolled in the MSA program. Four are Principal Fellows, three served as Instructional Facilitators, and two served as Program Coordinators at the central office level while completing the degree requirements.

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

Instructional leadership, especially in the current accountability environment, is one of the core content strands of the MSA program. As a result, graduates are eligible to obtain licensure in two areas – School Administrator (Level I) And Curriculum-Instructional Specialist. First-year Principal Fellows participate in a monthly seminar intended to expand and enrich course content, provide sharing and networking opportunities, offer opportunities for leadership, and promote reflection for personal/professional growth from feedback obtained through an array of self-assessments. Principal Fellows participate in off-campus seminars hosted by on-site practicing administrators. These on-site seminars provide students an opportunity to share and network with high performing administrators. Students participated in seminars specifically designed to expose them to diverse educational programs such as Cato Middle College High School and J T Williams Middle School Academy in Charlotte-Mecklenburg, Sadler Elementary School in Gaston County, and Cox Mill Road High School in Cabarrus County. Seminar presenters are practicing school site and central office administrators who bring expertise in such topics as

Dealing with Difficult People, Managing School Resources, Using Data to Drive Instruction, The School Improvement Process, Writing the School Improvement Plan, Implementing Professional Learning Communities, and Implementing Laptop initiatives. All principal interns meet monthly with their supervisors to discuss issues, concerns, and high points of the internship as well as a focus topic collaboratively agreed upon based on the needs of the group. There were 30 interns during 2010-2011. They were placed in school systems in the Southwest Education Alliance service region. To strengthen collaboration with public school partners, the program coordinator and LEA personnel worked as a team to determine the most appropriate internship placements. The team matched intern needs, strengths and interests with mentor strengths and individual school needs to insure reciprocity in the internship experience. To recruit and retain a wide variety of students who demonstrate exceptional leadership skills and interest in school administration, the program coordinator attended regularly scheduled meetings of SWPANC (Southwest Personnel Administrators of North Carolina). In an effort to identify and address the needs of our partners, the department continued several initiatives to actively engage public school partners in the MSA program. A primary initiative consisted of co-teaching with practitioners who served as school building level administrators and central office personnel. A second initiative involved the addition of LEA personnel administrators to the program admissions committee. A third initiative involved a commitment from partner superintendents by appointing a district liaison to work with the program coordinator to determine internship placement and work on recruitment strategies. A fourth initiative consisted of involvement of program graduates who serve as principals and assistant principals in the university's service area as members of the program advisory committee.

### **Direct and Ongoing Involvement with and Service to Public Schools**

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
NC Positive Behavior Intervention and Support (PBIS) Initiative (serving more than 900 schools in over 85% of the counties/local education agencies in the state) <a href="http://www.dpi.state.nc.us/positivebehavior/">http://www.dpi.state.nc.us/positivebehavior/</a>	Improved academic and social outcomes for students	Ongoing professional development and evaluation support including collaboration with National Center on Positive Behavioral Interventions and Supports ( <a href="http://www.pbis.org">www.pbis.org</a> ).	April 16, 2010 – April 15, 2011	State and local education agencies as well as practicing teachers and other professionals (approximately 10,000, indirectly)	1. (a) Seven factors that have potential to impact use of literacy curriculum with students with severe disabilities were identified (preparation, implementation, support, adaptations, outcomes,

				<p>administrator involvement and parent involvement), (b) Implementation fidelity of literacy instruction was 90%. This indicates that teachers were quite adept at delivering literacy instruction, (c) longitudinal data analysis of literacy instruction is still in progress. There is initial evidence from analysis from the first 4 years that students have made significant progress in learning phonics and phonological awareness skills, vocabulary and comprehension.</p> <p>2. Qualitative data analysis to identify student, teacher and instructional</p>
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					factors that impact literacy development from the videos support the factors identified in the surveys. Interim findings indicate that challenging behaviors of students, consistent mode of student responding provided by teachers, teacher use of resources, use of systematic prompting strategy that matches student ability, and lesson structure impact student literacy instruction.
Charlotte-Mecklenburg Schools	<p>1) Identify factors that impact scale up of a literacy curriculum for students with significant intellectual disabilities.</p> <p>2) Identify,</p>	<p>1. (a) online survey of special education teachers developed April 2010 conducted May 2010, (b) fidelity of administration data collected on 3</p>	<p>Jan. 2005 to Dec. 2010</p>	<p>1) 66 special education teachers, 4 district level administrators, 3 elementary school principals,</p> <p>2) 12 special education teachers,</p>	<p>1. (a) Qualitative data analysis of interviews with teachers, principals and district level personnel completed Nov. 2009 used to create the survey to be</p>

	<p>student, teacher and instructional factors that impact literacy development for students with significant intellectual disabilities</p>	<p>teachers each week between October 2009 and May 2010,  (c) final testing of literacy skills of 16 students after three years of literacy instruction in May 2010.</p> <p>2.(a) video recordings of literacy instruction of 6 purposefully selected special education teachers completed between October 2009 and May 2010,  (b) teacher interviews following each video completed between October 2009 and June 2010,  (c) final composite video and teacher interview completed in June 2010.</p> <p>3. Data</p>		<p>approximately 25 students</p>	<p>administered in May 201, (b) fidelity will be analyzed in conjunction with final testing of literacy instruction to prepare a manuscript reporting literacy skill growth after three years of literacy instruction by Fall 2010.</p> <p>2. Qualitative data analysis is ongoing to identify student, teacher and instructional factors that impact literacy development. Manuscript to be prepared by Fall 2010. Interim findings indicate that challenging behaviors of students, consistent mode of student responding provided by teachers, teacher use of resources, use</p>
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		analysis continued through Dec. 2010			of systematic prompting strategy that matches student ability, and lesson structure impact student literacy instruction.
CMS Office of Accountability, Center for Research and Evaluation	Improved academic and behavior outcomes for students	Continuing collaboration focused on both internal and external research and evaluation needs.	April 16, 2010 – April 15, 2011	District decision makers (approximately 15)	1) Interim evaluation reports to inform school board and other decisions. 2) Manuscripts for publication and other dissemination products to inform improvements in practice.
CMS Curriculum and Instruction Department, Secondary Literacy Textbook Adoption Steering Committee	Improved academic outcomes for students	Assist district senior leadership team in textbook adoption consistent with NC adoption of the Common Core State Standards for English/Language Arts.	November 1, 2010 – April 15, 2011	District decision makers, practicing teachers and principals, and other professionals (approximately 1,000, indirectly)	1) Comprehensive review of vendor offerings to meet district's 2011-12 textbook adoption. 2) Documentation of two textbook series as recommended adoption for 2011-12.
Cabarrus County Schools, Central Cabarrus High School (CHHS) (a UNC	Rationale: To better engage Latino	Spanish for Teachers and School	Spring 2010 – Spring	35 teachers and administrator	Preliminary data analysis indicated that

Charlotte Professional Development School)	students and families through culturally responsive communication	Administrators (three eight-week basic Spanish courses for teachers and administrators beginning Spring 2010-Summer 2011)	2011	s	the project had positively impacted teacher and administrator participants' perceptions of their ability to communicate with Latino families and students. Participants expressed that through Spanish language study they had also developed a better understanding of the emotional complexity of learning a second language and the necessity of creating supportive environments for children of immigration currently developing proficiency in English. They have also asked that the professional development continue in the upcoming school year along with a program of outreach for
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					Latino parents
Wolf Meadow Elementary School Cabarrus County Public Schools	Set yearlong learning community goals	June, 2010, Met with WES administrators to discuss implementation ideas	June 1, 2010	School building principal and assistant principal	Plan for Learning Community Implementation
Wake County Public Schools/Data-Based Decision Making Research	Improved academic and social outcomes for students	Ongoing technical assistance and evaluation support for federally-funded research project focused on improving decision-making practices of PBS teams in 22 elementary schools.	April 16, 2010 – April 15, 2011	State and local education agencies as well as practicing teachers, principals, and other professionals (approximately 20,000, indirectly)	1) Participating teams demonstrated continuing and consistent improvements in decision-making practices. 2) District practices adjusted to include professional development based on evidence-based research.
Watauga County Schools Exceptional Children's Department	1. Train all co-teaching teams, HS administrators and EC Central Office Staff in co-teaching best practices and research.  2. Train all co-teaching teams, HS administrators and EC Central Office Staff in	1. June 2010 Conducted inservice training on collaborative co-teaching practices. 2. June 2010 Conducted inservice training on collaborative co-teaching practices.	June 10-11 2010	Administrator and P12 teachers total 30 participants	All 13 of the co-teaching teams have implemented co-teaching at the HS level. No P12 student data has been collected.

	Differentiated Instruction				
Randolph Middle School (UNC Charlotte Professional Development School)	Increase math and literacy scores on EOGs 2) Attend PDS conference	1) Reading/literacy strategies in reading and math,  2) Staff development at school site, on-going work with principal to assess priorities for the school as it relates to the school improvement plan and the goals of the PDS initiative.	Sept. 2010-May 2011	PDS school Principal, Assistant Principal, School-based liaison, & University-based liaison	1) Scores are analyzed post the EOG and the principal and teachers work to determine outcome variables related to on-going PD at the school and system level. As well outcomes are presented nationally at the National PDS Conference in joint sessions with the principal/building administrator and university and school liaison representatives.
University Meadows Elementary School, Charlotte-Mecklenburg Schools (UNC Charlotte Professional Development School)	Collaboration with school partners for preparation of pre-service teachers and implementation of the PDS model	Serve as university liaison: 1) Teach class on site, 2) Attend School Leadership Team meetings, 3) Support classroom teachers who serve as university	August, 2009-June, 2010	School Administrators including principal and assistant principals, other administrative staff and teachers	1) A questionnaire was distributed to school staff in grade level groups at the June staff meeting. Narrative comments were recorded. Data indicate that 1. All grade

		<p>supervisors on site. On-going support and PD related to administrative needs and support for teachers and principals and support staff to enhance the goals of the partnership and support/preparation of pre- and in-service teachers/administrators.</p>		<p>levels have a good understanding of the nature of a Professional Development School (PDS);</p> <ol style="list-style-type: none"><li>2. Each grade level recorded benefits of the PDS including extra funding for the school and support for the staff;</li><li>3. Each grade level offered suggestions for additional resources to be pursued in the following year including such ideas as professional development topics and materials to be purchased;</li><li>4. Each grade level suggested ways to better communicate with the staff such as through newsletters and email; and</li><li>5. Each grade level suggested ideas for</li></ol>
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					<p>continued implementation of the PDS including classes being taught on site, continuation of the Induction program, and better communication.</p> <p>2) Staff questionnaire results will be available after data are collected at the June staff meeting.</p>
Caldwell County Schools - Career Center Tech Prep Demonstration Grant Site	Evaluation of Tech Prep Demonstration Grant	Instrument development and validation, data collection and analysis	6-2009 to 7-2010	Admin & Teachers=22 Students =230	Student increased performance in several EOC areas in 2009-2010. On-going work with Administrators/Principal related to findings and analysis for school improvement and action.
Anson County Schools - Anson High School	External Evaluation of Smaller Learning Communities Grant	Instrument development and validation, data collection and analysis	6-2010 To 7-2011	Admin & Teachers = 39, Students =805	1) Student increased performance in several EOC areas during 2006-2007, 2007-2008, 2008-2009, 2009-

					2010, and 2010-2011  2) Implementation of an academy structure at grades 9 and 10 during 2009-2010 as well as improvement of student and parent attitudes toward school. On-going work with Principal related to findings and analysis for school improvement and action.
Anson Discovery Center Project	External Evaluator of the Discovery Center Project Grant	Instrument development and validation, data collection and analysis	6-2010 To 7-2011	Admin & Teachers = 14, Students =42	Student increases in Math and Reading during 2009-2010, 2010-2011 as well as improvements in student and staff attitudes toward the project, self-concept and the instruction.
MSA faculty with Union County Public Schools	At the request of the Union County Public School system, we began to offer	The three year (39-credit hour) program began the summer of	Summer 2008 – ongoing	Multiple cohorts of 14-30 students	There were 14 students in the first cohort who have now completed two years of the

	a distanced education MSA program through face-to-face instruction to help the school system “grow its own” new principals.	2008, and has proceeded with fewer courses at a time, based on strong feedback from previous two-year cohorts who said the pace was inappropriately intense.			three-year program with 100% retention and are now beginning their internship. A second cohort began in Fall 2010.
MSA faculty with Gaston County Public Schools	At the request of the Gaston County Public School system, we began to offer a distanced education MSA program through face-to-face instruction to help the school system “grow its own” new principals.	The three year (39-credit hour) program began the summer of 2007, and has proceeded with fewer courses at a time, based on strong feedback from previous two-year cohorts who said the pace was inappropriately intense.	Summer 2007 – ongoing; New cohort - Fall 2010	Multiple cohorts of 11-30 students	The first cohort of students from this cohort graduated in May 2010. A new cohort began in Fall 2010.
MSA faculty with Rowan County Public Schools	At the request of the Rowan County Public School system, we began to offer a distanced education MSA program through face-to-face instruction to	The three year (39-credit hour) program began in Fall 2010.	Fall 2010 – ongoing	New cohort of more than 20 students	The first cohort in this program began in Fall 2010.

	<p>help the school system “grow its own” new principals. Rowan County has partnered with 4 additional counties to offer this program.</p>				
<p>Cabarrus County Schools, Central Cabarrus High School (CHHS) (a UNC Charlotte Professional Development School)</p>	<p>"Improved performance on EOC Increase graduation rate; Increase teacher effectiveness in working with Diverse Student Populations; Reduce the number of incidents of aggressive/disrespectful behavior by freshmen; Reduce the number of unexcused absences by freshmen "</p>	<p>Urbanization &amp; Multiculturalism: Addressing the Differences and Challenges of African-American Students; Stakeholder Involvement-UNC Charlotte Faculty Instruction (Dr. Wiggan); Candidates collaborate with highly prepared, culturally responsive visionary leaders; Professional development by Dr. Greg Wiggan will be provided</p>	<p>Planning in spring 2011 for August 2011 implementation</p>	<p>All faculty members and administrators as well as staff to participate. Total participants: 110</p>	<p>Direct Outcomes: CEUs for Teachers; Indirect Outcomes: 9-12 Minority Learners; Teacher impact on minority learner achievement (EOCs, Grades); Pre-post surveys Improvement in teacher efficacy; Graduation Rates and Attendance of Minority learners; Pre-post reports of minority learner behavior issues ; Pre-post number of referrals for Minority learners for Exceptional</p>

					Needs.
Rowan-Salisbury Schools – West Rowan Middle School	We are investigating whether single gender groupings, paired with teaching strategies specific to single gender (male or female) can make a positive impact on student achievement — academically, socially, and behaviorally.	2010-11 school year: Implement single gender model in two 6th grade Language Arts classes, two 6th grade Math classes, and two Science/SS classes on Sandpipers Team at WRMS. Each teacher on the team will have 1 class of all boys, 1 class of all girls and 1 class of mixed gender (3 classes total). All students / parents in single gender must sign consent / permission forms for students to be enrolled in those classes. Consent/permission forms also to be submitted for students in mixed gender class to use their information in data	August 2009-Present	School building principal, 3 teachers, Approx. 65 grade 6 students	We anticipate the outcomes to be that grouping 6th grade middle school students by gender and then using gender-specific strategies to teach the students will have a positive effect on academic achievement, discipline incidents, and social interactions. These determinations will be made during the program evaluation data collection phase of the project, which will be ongoing during the 2010-11 school year.

		<p>collection for comparison. Data have been collected and evaluated by designated Program Evaluator (Hart). Data collected will include: From Students: EOG data (end of year) Benchmark data (end of first three quarters), Discipline data (end of each quarter), Report Card data (end of quarters), Attendance data (end of quarters), Surveys to single gender students regarding their experiences and perceptions about single gender. From Teachers: Individual interviews on their perceptions of teaching single gender. From Principal: Individual</p>			
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		<p>interview on her perceptions of implementation of single gender at school site – admin perspective. From Parents: Survey regarding perceptions for their children of single gender experience (undecided at this time). Based on the experiences in the 2010-11 school year, a decision will be made regarding whether or not the program will be expanded.</p>			
<p>Cabarrus County Schools, Central Cabarrus High School (CHHS) (a UNC Charlotte Professional Development School)</p>	<p>Increase teacher and teacher candidate effectiveness</p>	<p>Offer Clinical Placements of UNC Charlotte Teacher Candidates for Yearlong Internships and Student Teaching in All Content Areas with active recruitment of STEM and FL subject</p>	<p>January 2011 through present. Monthly meetings were held to establish project goals and plan for sustainable program</p>	<p>20 teachers, 2 University supervisors, 2 Administrators, 4 Student Teachers.</p>	<p>Outcome goals are: To build meaningful relationships between mentors and mentees to create a positive framework for supporting preservice teacher growth and school</p>

		<p>areas; Candidates collaborate with highly prepared, culturally responsive visionary leaders who share common goals in promoting equitable, challenging, and attainable learning for all students; University Evaluation of Cooperating Teachers and Teacher Candidates; Evaluate learner achievement in classes with student teachers; Agreement to accept a concentrated number of internship and student teaching candidates with expectation for a University Supervisor to be more visible and involved in instructional processes;</p>			<p>academic achievement goals; To establish a professional learning community among stakeholders in teacher preparation with targeted professional development to expand opportunities for growth in a personal and engaged environment</p>
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		\$1000 Funds will be allocated for targeted workshops and retreats for mentors and mentees. Identification of specific programs will be determined through needs analysis and as they emerge in the professional dialogue among cooperating teachers and student teachers.			
Charlotte Mecklenburg Schools and Kannapolis County Schools	Evaluation of Professional Development Workshops	Classroom observations, interviews, and surveys with teachers and principals/building administrators.	July 2010 – June 2011	Administrators: 25, Teachers: 183, Students: 4911	Workshops have an impact on teacher' instructional practice, gain in content knowledge, and student achievement in mathematics. As well, principals and staff analyze outcome data and develop PD goals for subsequent terms.
Turning Point Academy (TPA), Charlotte Mecklenburg School	*Dropout Prevention, *Improve Student	*Student Enrichment Program, *Literacy	September 7th, 2010 – May	2 Administrators, 28 Middle	*All of our Students Remained in School, *

	Achievement, *Improve Student Behavior, *Enhance Student Engagement and Goal Setting	Through Photography at Turning Point Academy, *Parent Workshops, *Teacher Workshops, Administrator feedback and inclusion	26th, 2011	School Students Served (Transient population/Alternative School), 3 TPA Teachers, 6 Doctoral Students	Students had less Referrals and Suspensions than the previous year, *Teacher Surveys Indicated Improved Student Achievement Among our Sample
Fairview Elementary - Union County Schools	Observation of teachers in k-5 settings	Workshops on differentiated curriculum with follow-up observations in K-5 classrooms	9/10-3/11	36 teachers and 3 administrators	
Cabarrus, Union, Lincoln, Rowan, Stanly, Carteret, Hertford, Forsyth, Wake, Watauga	Assess effectiveness of remote observation of graduate interns, Identify site-level and university barriers to the effective implementation of the remote observation of graduate interns, Assess candidate effectiveness and preparedness of graduate interns via	Teacher observations completed using STAR instrument, Implementation of TK20, Student survey of course satisfaction and satisfaction with the remote observation process.	March 16, 2010-March 15, 2011	Administrators: approx. 10, K-12 teachers: approx. 10, Students: approx. 150, UNCC graduate interns: approx. 10	Validity study data to be analyzed, Student survey data to be analyzed during the summer and fall of 2011.

	remote observation, Assess the validity and reliability of the remote observation process.				
Cabarrus County Schools Central Office, Pitts School Rd Elem, R. Brown Mcallister Elem, Furr Elem, Coltrane-Webb Elem, A.T. Allen Elem.	All: Sustained and expanded implementation of RTI in all Cabarrus County Elem Schools	Central Office, Pitts School Rd., and Furr Elem.: Consultation, planning and training in expansion to math and writing. A.T. Allen: Consultation. Coltrane-Webb: Consultation. Royal Oaks: Consultation			

### **Support for Beginning Administrators**

Faculty served as mentors to beginning principals who were identified by their district as most in need of additional development and ongoing mentoring. Faculty serving as university internship supervisors provided mentoring and individual professional growth to principal-mentors of interns in Gaston County, Cabarrus County, Charlotte-Mecklenburg, Rowan County, Union County and Kannapolis City Schools. Faculty continued to respond to requests of newly-appointed administrators for strategies to address areas such as external partnerships, new teaching standards, effective use of the Teacher Working Condition Survey results, prevention and treatment of childhood obesity, using data for decision-making, strategies for teacher support and retention, school improvement teams, and student performance.

### **Support for Career Administrators**

When making on-site visits, faculty supervisors of interns often meet with school principals at the request of those principals. These supervisor-principal meetings become professional development opportunities for the principal and coaching sessions for the supervisor. Faculty provided specific professional development activities for principals to enhance their knowledge of teacher empowerment, implementing professional learning communities, survey data analysis, and school improvement team processes. Another faculty member met on a monthly basis with a

principal, leadership team and school improvement team to assist in school planning and improvement. Faculty have conducted workshops and professional development for principals on topics such as 21st Century professionals, combating childhood obesity, early literacy instruction, and organizing a school for success around research and best practices.

## 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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	8
	Other		Other	
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>10</b>
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	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	31
	Other		Other	
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>38</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	12
	Other	1	Other	
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>17</b>

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

<b>Masters</b>	
MEAN GPA	3.34
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	42
MEAN GRE New Rubric	3.40
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).**

<b>Program Area</b>	<b>Masters Degree</b>		<b>Graduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> Completed program and applied for license				
School Administration	8	14	2	8
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		7				
G Licensure Only						
<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				13		2
G Licensure Only	1	7		1		1
Comment or Explanation						

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

	<b>2009 - 2010 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	26	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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