

IHE Master's of School Administration Performance Report

UNC-Greensboro

2010 - 2011

Overview of Master's of School Administration Program

The Master's of School Administration (MSA) Program at UNCG is a 42 semester hour program that merges graduate classroom preparation and field-based practicum experiences to provide students with the knowledge, skills, and dispositions that will help them be competent and effective building level administrators and school leaders who work toward school improvement and social transformation. The objectives of the MSA degree program are to offer coherent preparation to students who demonstrate the likelihood of being successful P-12 school administrators; initiate and test innovative program elements and build on successful program ideas; incorporate adult learning delivery strategies, such as problem-based learning, educational platforms and reflection, and case study methods; and incorporate ongoing clinical experiences, including a full year internship. Working collaboratively, faculty in the MSA program create opportunities for student learning that respond to the strengths, challenges, and experiences each student brings to his or her preparation as a prospective school principal. As they teach, supervise, and counsel students, MSA faculty provide a model of collaborative reflective practice, which students learn to understand and use in their classrooms and field-based experiences in the program. Students who complete the MSA meet licensure requirements for the "P" license in School Administration. The program provides two options for students to complete the program (full-time and extended); the full-time option meets the unique requirements of the Principal Fellows Program. In 2010-2011, department faculty supervised administrative interns in Guilford, Alamance-Burlington, Randolph, Davidson, Winston-Salem/Forsyth, and Rockingham school districts.

Special Features of the Master's of School Administration Program

A central feature of the MSA program is the integration of intellectual, social, and reflective inquiry to prepare school leaders who work toward a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation. Hallmark projects help achieve this macro objective. In 2010-2011, the Department of Educational Leadership and Cultural Foundations (ELC) continued to develop online/distance education components for a number of courses to add to the department's menu of online options. The department continued to refine the capstone experience in which graduating students prepare and defend a portfolio of their work, including a reflective essay on their learning and experience in the MSA program. Requirements for the MSA program, including internships, are aligned with the standards of the Educational Leadership Constituent Council (ELCC) and the North Carolina School Executive

Standards. In order to facilitate candidates' participation in MSA programs, ELC offered several SACs-authorized off-campus MSA programs in response to districts' requests. Most students in these cohorts completed in 2010. ELC also offers Ed.S./Ed.D. cohorts in Guilford County Schools (GCS) and in Alamance/Burlington School System (ABSS), the eastern part of UNCG's catchment area. Seventeen candidates are enrolled in each of these Ed.S./Ed.D. groups.

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
UNCG/Guilford County School Partnership: The School of Education and Cultural Foundations with Guilford County Schools	The GCS-UNCG Partnership is designed to bring the expertise and resources of the school district and university together in a collaborative effort to improve the education of all students and the preparation of 21st century educational leaders, including teachers, administrators, and support personnel. The Partnership works toward simultaneous renewal and program improvement in the following areas: 1. Teacher education preparation 2. PK-12 student	1. Meetings of the Steering Committee were held. 2. UNCG participated in the planning and implementation of a high school professional development school (PDS) in Guilford County. 3. University and school staff collaborated in the management of field placements. 4. Collaborative planning and implementation of four grants: two in science, one in mathematics, and one in educational leadership (see next item and Undergraduate/Masters SEC Assessment Table)	2010-11 (ongoing)	Substantial impact on UNCG professional education and GCS staff and students	1. The Dean and Associate Dean of the School of Education, the Superintendent of Guilford County Schools, and other faculty and administrators met to discuss issues of mutual concern and growth, such as improvement of math and science education, support for beginning teachers, and preparation and support for alternative licensure teachers. 2. School and university faculty collaborated in planning and beginning activities of the high school PDS. Faculty worked

	<p>achievement 3. Research/knowledge development</p> <p>4. Professional development for both the university and school district</p> <p>5. Recruitment and retention of teachers and administrators</p>				<p>with mathematics teachers. 3. As a result of collaborative planning and ongoing communication about student teaching placements, the partnership has established procedures that are appropriate for the university and schools and that lead to relatively problem-free management. 4. Grant (see next item)</p>
<p>Guilford County Partnership/RttT Award- Piedmont Triad Leadership Academy: The School of Education Department of Educational Leadership and Cultural Foundations and Guilford County Schools, Alamance/Burlington School System, Asheboro City Schools, and Winston-Salem/Forsyth County Schools</p>	<p>The goals of the project include the preparation of administrators for high need schools.</p>	<p>The Piedmont Triad Leadership Academy (PTLA) is a partnership of the Department of Educational Leadership and Cultural Foundations and four school districts. It is supported by a \$6.17 million, three-year grant from the NC State Board of Education, funded by Race to the Top monies. PTLA's overriding goal – training talented individuals who will be more effective leaders</p>	<p>2011-2014</p>	<p>Over the span of the three-year grant, PTLA is expected to train and certify over 60 future principals of high need schools. It is anticipated that the thousands of students will be impacted as PTLA graduates lead in</p>	<p>Two district leadership representatives from each of the four partner districts served on the PTLA Advisory Group organized by ELC to develop the Piedmont Triad Leadership Academy (PTLA) proposal and implement the project. District personnel will be involved as PTLA program participants, curriculum developers, program instructors, and</p>

		<p>for high need schools – is a concern shared by all the partners. The Piedmont Triad Leadership Academy (PTLA) is planned as a one-year-long principal training program that provides outstanding leadership preparation for candidates who will lead high need schools. Program development is currently underway and will include coursework co-designed and co-delivered by UNCG and district partner personnel. The first cohort of will begin intensive summer coursework in July 2011 and, in August, begin a paid, full time yearlong Internship in a high need school.</p>		<p>their schools.</p>	<p>mentors, working in a leadership capacity with teachers and other staff at the school sites. The Piedmont Triad Leadership Academy is planned as one-year principal training program that provides outstanding leadership preparation for candidates who will lead high need schools after earning principal licensure.</p>
<p>Off-Campus Administrator MSA and Ed.S./Ed.D. Programs: The Department of Educational Leadership and Cultural Foundations with</p>	<p>The goal of these partnerships is develop programs that are responsive to district needs and accessible to school administration candidates and</p>	<p>The department facilitates off-campus master’s level principals’ cohorts and specialist/doctoral cohorts in educational leadership cohort in both Guilford</p>	<p>2006-present</p>	<p>34 Ed.S./Ed. D. candidates</p>	<p>In order to facilitate candidates' participation in MSA programs, ELC offered SACs-authorized off-campus MSA programs in response to</p>

<p>Alamance-Burlington School System (ABSS) Partnership and Guilford County Schools (GCS) Partnership</p>	<p>school administrators in counties that, in most cases, are distant from campus.</p>	<p>County Schools and Alamance-Burlington. The programs prepare educators for administrative positions in high poverty schools. Overall, the goal of these partnerships is to develop programs that are responsive to district needs to prepare and support administrators at accessible locations, and to provide the opportunity for strong cohort experiences, with close learning relationships among candidates and between faculty and candidates.</p>			<p>districts' requests. Most students in these cohorts completed in 2010. ELC currently offers Ed.S./Ed.D. cohorts in Guilford County Schools (GCS) and in Alamance/Burlington School System (ABSS), the eastern part of UNCG's catchment area. Seventeen candidates are enrolled in each of these Ed.S./Ed.D. groups</p>
<p>IMPACT V - 21st Century School and Classroom Leadership: Department of Educational Leadership and Cultural Foundations & the NC Department of Public Instruction</p>	<p>This project will result in increased capacity for school and classroom leadership in North Carolina middle and high schools with the highest need.</p>	<p>The SOE Department of Educational Leadership and Cultural Foundations are collaborating with the North Carolina Department of Public Instruction to build capacity for school and classroom leadership in North Carolina middle and high schools with the highest</p>	<p>2011-2013</p>	<p>15 faculty members, 115 participants</p>	<p>Coursework will begin in summer 2011.</p>

		<p>need. For the purposes of this grant, 21st century school and classroom leadership will focus on a middle or high school in awarded LEAs using a four-pronged approach: 1) funding for school and classroom technology, 2) high-quality professional development, 3) programs leading to an Ed.S. for principals and 4) programs leading to a M.Ed. in instructional technology for teachers. This \$4.5 million, two-year grant is funded through Enhancing Education through Technology (EETT), Title II-Part D and NCLB funds from the State of North Carolina.</p>			
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Support for Beginning Administrators

ELC faculty maintain regular contact with recent graduates and support their efforts in various ways as they become assistant principals and principals. A clinical faculty member was hired in 2006, whose responsibilities include facilitating the implementation of a principal support network. She works with a highly successful program that, since 2007-08, has prepared assistant principals for the principalship, and recently formed a partnership with Guilford County Schools to support an advanced assistant principal leadership group. Another clinical faculty member was hired in 2010 and has established and maintained relationships with practitioners across the state

through her participation in meetings that are facilitated by the Piedmont Triad Education Consortium (PTEC). This presence at PTEC meetings has allowed ELC to hear and respond programmatically to the needs of those in the field. ELC also provides programs and direct support for future and beginning administrators, including 1) Support for Emergency Licensed Principals: Because of the shortage of educational administrators, many regional systems have turned to emergency licenses to fill positions. ELC faculty work with these new administrators, who must become fully licensed within two years, both as students and as beginning administrators. 2) Off campus programs: ELC offers off-campus MSA programs for Guilford County Schools (GCS) and Alamance-Burlington School System (ABSS) employees to facilitate candidates' enrolling in and completing Master's of School Administration programs. 3) Post-master's Program: The department implemented a licensure-only Post-Master's Program in administration for educators who plan to become principals after completing a graduate degree other than an MSA. 4) Leadership/Special Education: ELC received approval for a new Post-Masters Certificate in School Administration—Specialized Education Focus for future school principals who will be well prepared to improve the educational experiences and outcomes of specialized education students. The latter program is a joint effort of the Department of Educational Leadership and Cultural Foundations and the Department of Specialized Education Services. (See "Support for Career Administrators for information about professional development and coaching.)

Support for Career Administrators

As described in "Support for Beginning Administrators," a clinical faculty member was hired in 2006, part of whose responsibilities was to spearhead the implementation of the principal support network. She has done so through a partnership with the Guilford County Schools and by working with the Principal's Executive Program. Department faculty also provided consultation and other services in the Piedmont Triad and other parts of the state. For example, they offered leadership development workshops, a professional development program for the Superintendents' Cabinet, leadership coaching for principals, and professional development for all assistant principals in Guilford County to prepare them for the principalship. ELC faculty presented workshops about inclusive practice in three school districts; they provided professional development focused on planning for leadership in two districts; they worked with 25 assistant principals, principals and other central office staff in Rockingham County Schools to build leadership capacity; and they served as leadership coaches in three counties. Thirty-eight assistant principals in eight districts participated in five sessions that focused on school climate and culture, instructional leadership, management/operations, school improvement, among other topics. Each session incorporated practical strategies and hands-on activities to increase participants' skills and confidence. Twenty-six principals and assistant principals participated in a two-day workshop about the legal and educational requirements in IDEA, Section 504, and NCLB. The workshop featured instructional leadership approaches and skills that improve schools' responsiveness to the needs of all learners. In order to support the development of advanced knowledge and skills, ELC offers Ed.S./Ed.D. programs. Two Ed.S./Ed.D. cohorts are offered off campus, one for Guilford County Schools and another for Alamance-Burlington School Systems.

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	3	Black, Not Hispanic Origin	8
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	19
	Other	1	Other	2
	Total	21	Total	31
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	31
	Other	1	Other	
	Total	13	Total	38
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	3
	Other		Other	
	Total	5	Total	9
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	8
	Other		Other	
	Total	3	Total	14

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

Masters	
MEAN GPA	3.55
MEAN MAT New Rubric	397
MEAN MAT Traditional	30
MEAN GRE New Rubric	4.12
MEAN GRE Traditional	941
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	13	15	7	14
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		1	6	10	2	2
G Licensure Only	2	2	3	3	1	
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded			6			1
G Licensure Only	1	5	2	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	47	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.
