

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

**UNC-Pembroke**

**2010 - 2011**

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

The Master of School Administration (MSA) Program at the University of North Carolina at Pembroke (UNCP) began as a collaborative degree program with East Carolina University. Through legislative action taken by the North Carolina General Assembly and the UNC Board of Governors, UNCP received approval to reinstitute its MSA program in July 2000. The MSA program at UNCP is housed in the School of Education and partners with the School of Graduate Studies to deliver the program. The performance indicators of the North Carolina Standards for School Administrators, Educational Leadership Constituent Council (ELCC), and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) provide overarching guidance for the program. Professional and experienced faculty, all of whom hold the terminal degree, lead and teach in the program. The primary instructional approaches used to present course content reflect a constructivist model of teaching and learning that includes interactive seminars in which the professor and students engage in meaningful verbal inquiry into relevant educational issues. Other teaching methodologies include cooperative problem solving, case study reviews, interactive technology based exercises, and discussions of varied field-based experiences. The MSA program prepares students to meet the licensure requirements for the School Administrator Level I. The enrollment pattern is typically four semesters and two summer sessions, on a part-time basis. In 2006 the General Assembly approved the reinstatement of the School Administration Add-on Licensure program at UNCP. The program was developed, admission criteria were defined, and courses were offered beginning in fall 2006. In June 2007, the first cohort of add-on program completers was recommended for licensure.

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

The MSA candidates reflect the diversity of southeastern NC and contribute to the pool of minorities and women who become school leaders. Admission to the MSA program is a selective process, reflecting rigorous entrance requirements. Students entering either program must have completed 3 years of teaching experience, as well as meet respective admissions requirements. After an initial screening, eligible candidates for the add-on program are interviewed and submit a writing sample. Candidates accepted to the add-on program receive a plan of study after careful review of their credentials. Both the MSA and Add-on programs address the ELCC and North Carolina School Executive standards and require a yearlong internship. Candidates develop an extensive reflective portfolio to demonstrate knowledge, skills and dispositions for effective

school leadership. In this academic year, the MSA program piloted TaskStream, a web-based performance assessment and electronic portfolio system. School Administration candidates were able to maintain their administrative internship portfolio in an electronic format. All critical assignments in MSA courses were uploaded to another electronic portfolio. A pre- and post- self-evaluation was established in TaskStream for use in the internship to assess areas of strength and areas for professional growth. School improvement topics are emphasized throughout the curriculum. Candidates develop and implement multiple school improvement projects, including change projects, climate studies, demographic profiles, and action research focusing on issues such as high school reform, analysis of the NC Teacher’s Working Conditions Survey, minority enrollment in classes/programs for advanced learners, dropout prevention, recruiting and retention, and parental involvement. At exit candidates must pass an intensive oral examination administered by faculty. While completing the program, many candidates are appointed to administrative roles, typically including assistant principal and central office positions. The MSA program conducts an annual survey to assess candidate needs, with results being used to make program improvements, such as revisions to curriculum and schedules. In 2010 the Oxendine Chair developed a survey for all alumni to determine what they are presently doing in School Administration and the contributions to student success they are achieving. Additionally, a new site evaluation instrument was developed and was implemented in the fall of 2010 to evaluate administrative interns. In order to meet the personal/professional needs of candidates, varied course formats are offered. The entire curriculum has been developed in an online/hybrid format, and courses are offered in both face-to-face and online/hybrid sections. Face-to-face courses are offered at on- and off-campus sites, primarily community colleges. Due to the number of candidates, multiple sections were offered this academic year. The program is strengthened by bringing in guest speakers which included an LEA curriculum director, a former superior court judge, and local finance officer, three attorneys, a public information officer. Area assistant principals, and a school counselor as well as the Chairman of the State Board of Education, and the State Superintendent of Public Instruction served as guest presenters in various courses.

### **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>
Columbus Co.	Law for Teachers	Presentation on Law for Teachers	2-2-11 to 5-11-11	Approx. 55	Teachers felt they learned some of the legal requirements of their profession.
Scotland Co.	Leadership Training	Leadership Training for Scotland County	3-1-11 to 5-26-11	Approx. 24	Developing Future Leaders- Allowing the system to

					support home-grown leadership potential.
UNCP	Law for Student Teachers	Workshop one day	1-14-11	60+	Provided workshop on the law for student teachers
Moore, Columbus, Bladen, Robeson	Telephone Support to Former Students who called for advice	Provided advice for those who called	All Year	25+	Provided advice to former graduates who called about legal and personal issues.
Clinton City Schools	Implementation of the Comer Model	Meeting with principals; development of a school volunteer manual; charting future activities toward full-scale implementation	12 – 2010 to 6 - 2012	Approx. 100	Met with K-12 principals and central office staff; published a school volunteer handbook; scheduled dates and times for continued system-wide collaboration <b>TARGET:</b> Comer implementation (K-8 schools) by June 2012
The Public Schools of Robeson County: Red Springs Middle and Pembroke Middle	The Central Office Staff along with the Building Principals in Each School along with a MSA instructor saw a need to develop a Mentor program related to the administration concern of students not persisting	With the assistance of Dan Kenney, AD at UNCP students who participated in sports at UNCP were identified and interviewed to go into the two middle schools and work with selected teachers and serve as Mentors to students, who	10 - 2010 to 5 - 2011	4 college students two each Semester  The number of Middle School Students would vary week to week, however Approx . 15 students at each school	Base line data was gathered: Including areas such as Test Scores, Absent from school, Discipline areas, books checked out at Library and Teacher perception of attitude in class. Permission was approved at UNCP through the IRB. The

	through high school.	were experiencing issues related to school expectations. The University students used Robeson County Word of the week as a focal point in interacting with students. Each Student spent about two hours per week over the school year.		per week.	above data has been gathered and will be processed.
Moore, Scotland, Montgomery	Two sessions, recruitment for candidates for the MSA program	Held at SHCC information sessions.	Nov March	15 10	8 candidates have applied
Scotland	Leadership Training for Teachers	Scotland County Central Office	3 – 1 - 11 3 – 28 - 11 5 – 26 - 11 6 – 2 - 11	24	Training Future Leaders
Scotland Co Schools	Future leaders development	Four 3 hr leadership development seminars	3/1/11 thru 5/26/11	28	Program successful, feedback positive, and some participants plan to pursue admin. positions & certification
Richmond Community College	Leadership development institute for faculty & staff	Four 3 hr leadership development sessions	2/3/11 thru 4/28/11	24	Program successful, feedback most positive, good possibility of offering a graduate course next year as well as another

					leadership development institute next year—bonding and team building very evident.
Sandhills Region Education Consortium (11 LEAs)	Curriculum and content for regional leadership program	Numerous sessions to meet curriculum & content needs	Sept. 1 & continuing	11 LEAs and 20—23 future participants	Providing some curriculum and content for regional leadership program
Sandhills Region	SLLA Workshop	One four hour workshop	May 14, 2011	20 participants from Robeson, Moor, Scotland and Hoke	Prepared MSA students for the SLLA exam

### **Support for Beginning Administrators**

The SOE provides ongoing support for MSA program participants/graduates as they become assistant principals and principals, as well as offering support for other beginning administrators hired by area school districts. Beginning administrators benefit from having the ongoing support of MSA faculty while in that new position. Novice administrators in this group frequently contact MSA faculty to discuss day-to-day building-level challenges. To support the continuing professional growth of new administrators, MSA faculty visit schools and respond to requests for advice on topics ranging from school law to personnel issues. MSA faculty wrote recommendations for program graduates who apply to doctoral programs and/or who apply for administrative positions. Candidates are offered the opportunity to send their resume to MSA faculty to distribute to superintendents, assistant superintendents, or human resources staffs that are searching for quality administrative employees. The Faculty informs candidates of the appropriate parties to contact for follow-up. The implementation of the School Administration Add-on Licensure program supports newly hired assistant principals, central office personnel, and outstanding teacher leaders with certification by providing an opportunity to complete the licensure requirements in fewer hours than the MSA degree program. Also, guest speakers visit courses and program candidates can contact these experienced professionals for follow-up consultation on topics such as policy or school law. The newly appointed MSA Advisory Board met with the MSA faculty to discuss changes in the program that would meet the needs of newly appointed administrators. Many of the suggestions made by the Advisory Board were included in our revisioning effort. A partnership was developed this year with ECU to begin a Doctor of Education (Ed.D) in Educational Leadership Program for the southeast region of North Carolina. The first course was taught in the fall and two were taught in the spring of 2011. ECU had all

courses taught at the UNCP campus. The MSA program hosted two information sessions regarding the program in the region. The doctorate will support career administrators to further their knowledge and education by being able to enroll in a local cohort in the fall. MSA faculty conducted an interest meeting for the MSA program in Bladen County by request from the new superintendent to try to identify inspiring leaders in order to grow their own. The new cohort began fall 2010. This is the first cohort east of Interstate 95. Two interest sessions were offered at Sandhills Community College in 2011 for interested MSA students. UNCP hopes to start a new cohort there in the fall of 2011.

## **Support for Career Administrators**

Throughout their careers, graduates of the MSA program are provided with continuing support offered by SOE faculty members, who also provide assistance to other area administrators. In the summer of 2006, UNCP began offering an Add-on Licensure Program in School Administration that has become a very popular option as part of the MSA program, now serving approximately 10 students, with 5 who will be recommended for licensure as soon as they complete the licensure exam. The add-on program offers the opportunity for continuing professional growth for administrative personnel in the region. The Dean and the Associate Dean of the SOE attend monthly meetings of the Sandhills Regional Consortium to discuss with area superintendents the professional development needs of career administrators in their districts and ensure we are supporting their efforts at alternative licensure. There was a concerted effort on the part of UNCP to work with the Sandhills Regional Consortium this year to apply for Race to the Top funds. As a result the consortium received over 6 million dollars to fund an alternative licensure program for aspiring school leaders in the Sandhills Region. This support to new administrators is provided through a new program - the Sandhills Leadership Academy (SLA). UNCP also started a new venture with Richmond Community College by providing a leadership development workshops consisting of four three hour sessions for 24 attendees. UNCP also offered a workshop designed by the new superintendent of Scotland County Schools and MSA faculty to provide four three hour sessions for Aspiring Leaders who are presently teachers. This was attended by approximately 25 people.

## 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	2	American Indian/Alaskan Native	10
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	21
	Hispanic		Hispanic	
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	31
	Other		Other	
	<b>Total</b>	<b>25</b>	<b>Total</b>	<b>62</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>3</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	5	American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	11
	Other		Other	
	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>22</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	3
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>3</b>

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

<b>Masters</b>	
MEAN GPA	3.17
MEAN MAT New Rubric	396
MEAN MAT Traditional	*
MEAN GRE New Rubric	3.71
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	27	14	1	1
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		1	1			
G Licensure Only			5	6	2	2
<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		12	8	4	2	
G Licensure Only						
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	39	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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