

IHE Master's of School Administration Performance Report

Western Carolina University

2010 - 2011

Overview of Master's of School Administration Program

The cohort-based Master's of School Administration (MSA) program was approved by University of North Carolina's General Administration in March, 2010 and by NCDPI in August, 2010. The redesigned MSA and Post Master's Certificate in Public School Leadership (PMC-PSL) programs combined to produce 45 program completers in 2010-11 (summer 2010 and spring 2011). The MSA program requires 39 semester hours of course work. The coursework is distributed among classes in educational foundations (4) and professional studies (12). The PMC-PSL requires 24 hours. Some PMC-PSL candidates are required to take prerequisite courses if they did not have them in their Master's program. These courses are in the same areas required in the MSA. In both programs, candidates document their proficiencies in North Carolina's 21st Century Standards for School Leaders throughout their core courses and internships. In their capstone course, candidates submit an electronic exit portfolio documenting their proficiency in the standards. This portfolio is fully aligned to NCDPI program assessment criteria. Also as part of their capstone experience, candidates demonstrate communication skills in the development of the portfolio and in its defense before peers and faculty. Cumulative data collected from each of the MSA and PMC-PSL licensure completers, an ongoing faculty professional learning community, and a thorough program evaluation regimen inform efforts at continuous program improvement. The programs form cohorts of up to 22 members and admit two cohort in the fall and two in the spring. The cohorts progress together through the program, as research on effective leadership preparation recommends. In addition to completing two courses in research, one in assessment, one in curriculum and one in educational foundations, students complete four core courses, of three credits each, plus two concurrent integrated site-based internships. Ethical leadership is the central tenet and guiding paradigm of the program. Core courses organize standards-based knowledge, skills, and values as: 1) Ethical School Leadership, 2) Leading School Culture, 3) Leading Student Learning, and 4) Sustaining Change. Six Special Topics courses and a summer internship provide opportunities for students to focus exclusively on special areas such as human resource management, leading special education, managing budget and school resources, legal issues, and micro-political leadership. Students identify a major authentic school change project during their first core course, develop a plan for implementation, implement it, and provide interventions to sustain the change over the course of their program. The programs are supported by four dedicated tenure track faculty in with doctorates in Educational Leadership, four tenure-track faculty who teach foundational courses in their areas of expertise, one full-time fixed term faculty with a doctorate in Educational Leadership, and five adjunct faculty members, 2 of whom have doctorates in educational

leadership, two of whom are retired principals with multiple awards, and four of whom are current administrative practitioners.

Special Features of the Master's of School Administration Program

The WCU Masters of School Administration (MSA) and Post Masters Certificate (PMC) programs include conceptual, organizational, curricular, and pedagogical special features. The program uses a mantra and two sets of standards to form a complex articulated conceptual framework, which drove program development and drives a process of continual improvement, faculty interactions with candidates, and faculty scholarly inquiry. The program is founded on principles of courageous and creative democratic leadership. The program supplements generalized standards for ethical action by leaders, regardless of hierarchical position, with specific standards (North Carolina's 21st Century Standards for School Leaders) for school administrators. Admission criteria have been strengthened and a unique two-stage admissions process has been introduced with special requirements to pass to candidacy. A process for identifying students of concern and providing action plans and support is in place. An online advising shell provides 24/7 access to important materials and news. Candidates may also use a variety of discussion boards to interact with their colleagues and advisors. Faculty are working on a plan to link new students with candidates in the middle and late stages of the program to serve as mentors. The program is cohort-based, allowing for the development of intimate learning communities over time. Cohort size is limited to 22 (slightly above limits suggested by the research). The programs accept two cohorts in the fall and two in the spring. The program is built around four interconnected core leadership courses. These courses feature a spiraling curriculum and focus on four themes, each building on the previous one: ethical leadership, cultural leadership, leading for learning, and leading for continual improvement. The middle two core courses also have internship courses associated with them. Combined with the aforementioned internships, a summer internship completes a year-long internship spread across the fall, spring and summer. The beginning of the MSA program includes "foundational" courses in research, advanced psychology, educational foundations, and curriculum. Additional required courses focus on administrative topics of law, human resources, and special education. A common school change project cuts across all four courses. Candidates must work with others in their school to identify a serious challenge to student learning, develop and implement a plan to address the challenge, gather data and report on their results, and plan for follow-up actions. The internship is competency-based, not hours-based. Candidates must complete 90 core activities designed to provide them with a wide variety of typical administrative experiences. These activities are aligned to both WCU courses and the 21st Century leadership Standards. All core courses include assignments that require candidates to apply research-based learning in their schools. All core courses emphasize deep reflection modeled after principles of reflective practice. All core courses use a variety of instructional practices to create intimate learning communities and enhance the depth of candidate learning experiences based on recommended practices for transformational adult learning.

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
Jackson	21st Century Priorities: 21st Century Professionals	One on one Consultation	September 25, 2010	1 teacher	Developed routines for beginning class
Cherokee Federal	21st Century Priorities: 21st Century Professionals	Presentation	October 18, 2010	20 teachers	Facilitated discussions between intern and mentor teachers and development basic classroom routines.
Asheville City, Buncombe, Transylvania	21st Century Priorities: 21st Century Professionals, Leadership Guides Innovation.	School Improvement	Fall 2010 and Spring 2011 semesters	12 administrators, 4 teachers and 1 parent	Consultations on School Improvement Plan and Collaborative Teacher Professional Learning
Swain	21st Century Priorities: 21st Century Professionals, 21st Century Systems, Leadership Guides Innovation.	Teacher Learning Walks and Reading Across the Curriculum	Fall 2010 and Spring 2011 semesters.	10 teachers and 2 administrators	Consultations
Transylvania	21st Century Priorities: 21st Century Professionals, 21st Century Systems, Leadership	Student Engagement	Spring 2011	15 teachers and 3 administrators	Facilitation and Reflective Dialogue

	Guides Innovation.				
Asheville City, Buncombe, Cherokee Federal, Jackson, Macon, Madison, Yancey	21st Century Priorities: 21st Century Professionals, Leadership Guides Innovation.	Teacher Learning Walks	September 18, 2010	20 teachers	Follow-up to Teacher Learning Walks for math and science teachers.

Support for Beginning Administrators

An alumni organization for graduates of the MSA program was developed and is part of the MSA/Certification Advising web site. There are many active alumni who continue to be engaged with this site. The purpose is to ensure that the networks established during the program continue as candidates move into administrative positions throughout the region and to maintain contact between the university and those individuals. Completers of the redesigned program are participating in an ongoing program evaluation project. MSA candidates and graduates are invited to professional development opportunities on campus, and occasionally participate in field-based research projects conducted by faculty. MSA faculty members routinely visit internship sites, invite field mentors to serve as seminar guest speakers, solicit and share information with candidates about prospective positions available in the region, and write formal letters of recommendation on behalf of graduates. Several program completers have continued to share their experiences with current candidates as guest presenters and adjunct faculty members. Like other MSA institutions in the state, the Department of Educational Leadership and Foundations supports career development of beginning administrators through the maintenance of user-friendly advanced degree options.

Support for Career Administrators

The MSA program supports career administrators in many ways. A senior faculty member attends the regional superintendents' association (WRESA) monthly meetings. WRESA input has been sought and provided for program changes. The Department of Educational Leadership and Foundations supports Ed.S. and Ed.D. programs that serve career administrators. Faculty members conduct research with field practitioners on topics germane to their practice. In 2010-2011 examples include continuing work on evaluation of the MSA/PMC, professional development training for administrators and teachers, and consultation. MSA candidates intern in regional public schools and both learn from and assist practicing administrators. Practicing administrators also profit from the relationships with the candidates as they are exposed to the latest research and provided opportunities to reflect as they debrief on a variety of subjects with the candidates. Supervising faculty of internships also spend time with mentoring principals working on specific building issues. Many candidate course requirements support career administrator. For example, candidates lead school improvement projects, write school newsletters and brochures, produce environmental scans, complete action research projects, help

develop school improvement plans, and work on school web pages. Candidates also participate in school-based committees, and help connect the school to the community. The MSA faculty attend professional meetings in the region and state designed to serve the needs of practitioners. Modeling and on-site assistance are provided to assist school leaders in developing professional learning communities, including engaging all teachers in whole-school walkthroughs and reflective dialogue for continuous learning. MSA faculty have also conducted a number of workshops in area schools on multiple forms of walkthroughs, teaching classroom procedures, and other topics. The program is committed to the inclusion of regional superintendents among its teaching faculty, sometimes as part-time faculty with responsibility for entire courses and sometimes as guest lecturers in other classes. The WCU service region presents unique geographic challenges. Successful online delivery and word of mouth advertising from program alumni have led to an expansion of the service area. The program serves students from the northeastern region of the state to the westernmost counties in the state. Reliable adjunct faculty who are based in the eastern region have supplemented our online presence with a physical one. A senior faculty member from ELF meets regularly with the superintendents in the region to assess their needs and to gain input for our programs. The faculty are actively involved in the Leadership Summits provided by SUTEP and the WRESA. Faculty attended and presented at the American Educational Research Association Conference, and all MSA faculty made multiple international, national and regional presentations. Supporting beginning and career administrators, the principal strand of the School University Teacher Education Partnership (SUTEP) offers a Principal's Strand. One faculty member was the keynote speaker at the most recent Leadership Summit.

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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7
	Other		Other	
	Total	1	Total	8
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	4
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	45	White, Not Hispanic Origin	83
	Other	1	Other	2
	Total	51	Total	95
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	3
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	36
	Other		Other	
	Total	20	Total	46

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

Masters	
MEAN GPA	N/A
MEAN MAT New Rubric	408
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	4.02
MEAN GRE Traditional	978
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	12	38	9	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		2	1	1		
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	1		26	7	5	2
G Licensure Only	12	7	2	1		
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	59	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.
