

IHE Master's of School Administration Performance Report

Wingate University

2010 - 2011

Overview of Master's of School Administration Program

The Master of Education in Educational Leadership program was established in the fall of 2006. The MAEd program in Educational Leadership leads to North Carolina licensure as a K-12 school principal. The program standards address the need to prepare educational leaders who value and are committed to educating all students to become successful adults. It prepares students to make responsible research-based decisions regarding curriculum, instructional strategies, technology assessment and professional development. Emphasis is placed on learning sound organizational practices. Therefore, students are able to organize and implement additional policies and procedures, ensuring a safe and secure environment while streamlining the academic program. Other points of emphasis are: skills in supervision, recruitment, staff appraisal, and financial and budgetary planning. Graduates of this program know how to involve community stake holders for multiple constituencies and are able to analyze emerging issues and trends affecting instructional programs. They are exposed to structured standards which are embedded in experiences in authentic settings. The internship portion requires the application of knowledge and the skills necessary for a successful educational leadership career. The program consists of 37 semester hours. Included in this course work regimen are 12 semester hours of core graduate education at the 500 level, 25 semester hours in educational leadership content and related course work at the 600 level including 475 hours of field and internship experiences. The vision of the principal as an instructional leader incorporates all essential roles as leader, master teacher and researcher.

Special Features of the Master's of School Administration Program

By developing sound organizational skills, students establish policies that ensure a safe and secure educational environment which is also academically streamlined. Skills in supervision, recruitment, staff appraisal, financial and budgetary planning are taught to students that complete the program. Students learn how to involve community stakeholders for multiple constituencies and are able to analyze emerging issues and trends affecting instructional programs. Students are exposed to structured standards which are embedded in experiences in authentic settings. All assignments in all classes and internships are based on the North Carolina Standards for School Educators adopted by the North Carolina Board of Education. The internships (fall, spring, and summer) allow students to apply their knowledge and hone the skills necessary for a successful educational leadership career. Emphasis upon the development of a program portfolio is an

essential element of the program in educational leadership. Each student develops a program portfolio that is based upon specific portfolio projects related to course subject areas from research methodology to planning school budgets and is reflective in nature. Also, each program portfolio is evaluated based upon a University established rubric. All are tied to North Carolina Standards for Educational Executives.

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
Union County Public Schools	The Superintendent of Union County Public Schools requested that a leadership program be developed in partnership with the Graduate School of Education for assistant principals in Union County. The goals would be to have these assistant principals model the attributes of the North Carolina 21st Century Standards for Executives (strategic leadership, instructional leadership, cultural	The following activities have been identified as points of emphasis in this principal development program: 1. facilitating research on training/induction programs for future principals; 2. analysis of the best design for delivery; 3. review of candidates for the school year 2011-2012. The planning stage involved Union County Schools and Wingate personnel during the school year, August 2010 -- June 2011.	August 2010 -- June 2012	15 assistant principals at 15 schools	The planning state of the initiative was completed in June 2011, and the implementation phase will be from June 2011 -- June 2012.

	<p>leadership.) In addition to the fact that the definition of an Executive School leader has been broadened, there is anticipation that these individuals are slated to become principals in the future. Although there is a job shortage in North Carolina currently, this is not a static situation with a rapidly growing population and the anticipation of a number of retirements.</p>				
<p>Stanly County Schools</p>	<p>The Superintendent and the Executive Director of the Stanly County Schools requested that cooperative revisioning of the Stanly County Schools Plan occur for the 2008-2009 school year. This cooperative agreement with Wingate University has been an ongoing project for the last three years concluding with</p>	<p>The kickoff of the collaborative agreement started three years ago in July 2008. As in the past, this year's work started July 2010 with staff consulting the Executive Director about changes to the existing plan and establishing new details to fine-tune the plan for the 2010-2011 year. A series of consultations occurred which resulted in a series of recommendations, and activities occurred with the</p>	<p>July 2010 - May 2011</p>	<p>23 schools/9,000 students</p>	<p>As a result of the three year partnership with the Stanly County Schools, the district now has a fine-tuned comprehensive safety emergency evacuation plan. The collaboration over the last three years has allowed Stanly County Superintendent and Principals to have the ability to</p>

	<p>the 2010-2011 school year. Additionally, the Superintendent of Stanly County Schools expressed interest in having Wingate faculty work with the Safety Committee to implement the assessment phase of the plan. This fine-tuning of all aspects of the Safety Plan occurred during the 2010-2011 school year. The plan affected all Stanly County Schools and Administration. Wingate University School of Graduate and Continuing Education worked in collaboration with Stanly County to assist the district in all phases of the fine-tuning of the safety plans and procedures. The fine-tuning was an effort to create a very comprehensive plan building and correcting some</p>	<p>Stanly District officials. A review of a site safety emergency evaluation checklist resulted in several updates. Follow-up was done on past recommendations involving drill schedules, updates with participating county agencies and review of the rating sheet for evaluation purposes. Wingate staff assisted in this final fine-tuning of the safety plans and procedures.</p>			<p>measure the capability for an effective crisis response. The newly fine-tuned plan has engaged all stake holders in the community so a coordinated effort could occur in the event of a crisis. The District feels that all stakeholders have a better awareness of the District emergency procedures.</p>
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	<p>of the procedures established in the previous plans. Wingate staff assisted in the process of fine-tuning with the Executive Director in the review and changes required to make the plan a very usable plan for the District.</p>				
<p>Mooreville Graded School District</p>	<p>The Wingate University Masters in School Administration Program was invited by the Mooreville Schools Superintendent to co-plan a partnership with the Wingate University Masters in School Administration to prepare emerging leaders from the Mooreville Graded School District for the 21st Century school leadership. This collaborative project involved the co-planning in vision and mission development, program and course</p>	<p>Pre-planning, planning and implementation priorities for Mooreville Graded School District Principal Preparation Program: Ten meetings with Mooreville Graded School District Superintendent, President of Wingate University, Director of Instruction and Director of Planning Evaluation Innovation, Dean Wingate School of Graduate and Adult Education, Director Wingate Graduate Education Programs. The meetings included the following topics: Development of scope and sequence for course of study for an innovative induction program in</p>	<p>August 2009 – May 2012</p>	<p>15</p>	<p>The program is in process now. Students are completing their courses now. Fifteen individuals will graduate in the Spring 2012 with a Masters in School Administration. These individuals had been nominated by the Mooreville Administration as potential candidates for the principalship in their districts. These students will be given priority when school leadership positions emerge (Assistant</p>

	<p>development, content and sequence, syllabi and class activities in line with Mooresville Graded School district's vision for school executives in the 21st century. The Mooresville Superintendent wanted to enhance the principal induction process for his district. Mooresville Graded Schools has been involved in a digital conversion and saw this partnership as a way to enhance the principal preparation for this 21st century approach in working with children. The senior/executive leadership for Mooresville Schools set up, as a priority, a school system/university plan that would, with agreed upon learning goals, provide the school system with future school leaders</p>	<p>principal preparation with Mooresville Schools executive staff and Wingate MASA Program Staff. Emphasis is based upon theory and especially application/clinical work, principal induction processes into the leadership cultures of at both LEA's. Review and revision of syllabi in context of Mooresville Graded School District, North Carolina Standards for School Executives, Mooresville school executive staff and Wingate MASA staff. Identification of course instructors drawing from practicing Mooresville Graded School senior administration, Mooresville principals and Wingate MASA faculty. Assignment of class location – Mooresville Middle School/Wingate Matthews campus. Review of applicants/candidates from Mooresville schools and Wingate School administration. Implementation of</p>			<p>Principals and Central Office). The Superintendent of Schools has informed the Wingate faculty that Mooresville board members continue to be aware of and pleased with this continuing partnership.</p>
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	<p>trained to have an articulated theoretical and implementation skills foundation that reflects the cultural context of Mooresville schools and expectations for school leaders. Wingate worked extensively with Mooresville school executive personnel in the development and actualization of a course of study that met their expressed priorities. Classes are held in a convenient location to Mooresville schools (Mooresville Intermediate). A cohort experience is provided to enhance the cooperative induction process. Program design and development are based upon meeting outcomes of local (Mooresville), state and national standards.</p>	<p>course of study. On-going evaluation of the program's effectiveness has been the focus of meetings held during the 2010 -- 2011 school year with a high retention of participants.</p>			
<p>Union County Public Schools -- Antioch</p>	<p>Standard I of the NC Teacher Evaluation</p>	<p>A research-based program using the text, DEVEOPING</p>	<p>January 2011 -- June</p>	<p>22 teachers/1 principal serving 807</p>	<p>Evaluation of the program by teachers and</p>

Elementary	Process is the demonstration of teacher leadership. To that end, Wingate faculty developed priorities of improvement in collaboration with the teachers and principal at Antioch Elementary School. They were: demonstrate leadership in classroom, school and profession; assist teachers in learning to advocate for schools and students; demonstrate high ethical standards.	TEACHER LEADERS (2009) by Frank Crowther was implemented. Modules were: developing aspirations for the school's future; committing to teacher leadership; examining assumptions regarding teacher leadership; imagining a better world; developing synergistic thinking; barriers to successful teacher leadership.	2011	students	principal was very positive. Professional development will continue during the 2011 -- 2012 school year.
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Support for Beginning Administrators

The administration and faculty of the Wingate Graduate Education Program have been committed to the support for beginning principals serving in this region of the state. All of the faculty and administration of the Graduate Program in Educational Leadership have experience as successful school executives (superintendents and principals) as well as being successful teachers. Faculty have served and continue to serve as mentors to superintendents, principals and assistant principals. The faculty in Educational Leadership have worked with beginning principals in cooperation with the Southwest Regional Alliance. Consultation and training have been provided in the area of resource management, scheduling, crisis planning, human resource management, faculty maintenance, parent collaboration, community involvement, instructional data analysis, conflict management, working with exceptional population, working with the guidelines of NCLB and AYP, instructional decision making, inclusion, and assessment. Faculty visit sites of new principals' schools to offer additional support in an on-going manner. Support and assistance via e-mail is an almost daily occurrence with the Graduate Education faculty at Wingate. In addition, a leadership academy has been planned to begin in collaboration with Union County administrators in the fall of 2011.

Support for Career Administrators

The faculty and administration in the Educational Leadership Program at Wingate collectively have over 90 years of successful experience in working at the administrative level for public K-12 schools. As such, contact from this region as well as statewide from current superintendents and principals are very frequent. Currently, the staff and faculty of the Graduate Program in Educational Leadership have responded to requests for assistance in school budgeting, hiring practices, facility architecture development, instructional design, curriculum development, assessment, etc. Faculty maintain their affiliation with the state's professional organizations that support superintendents, principals and assistant principals. Internships for educational leadership provide ample opportunities to interact with colleagues serving the schools. Support is given in regards to current issues principals are facing. Current superintendents and principals from this region serve on the Wingate Graduate Education Advisory Council. At Advisory Council meetings, discussions very often address the current professional needs of superintendents and principals.

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	3
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	8
	Hispanic		Hispanic	
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	20
	Other		Other	
	Total	20	Total	32
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	
	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	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	13
	Hispanic		Hispanic	
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	36
	Other		Other	1
	Total	21	Total	50

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

Masters	
MEAN GPA	3.19
MEAN MAT New Rubric	401
MEAN MAT Traditional	*
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	
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		9		28
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						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only						
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	56	96
* 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.
